



THE INTERNATIONAL CENTRE
FOR LEADERSHIP IN
TEACHING & LEARNING

OLEVI

Connecting Education Professionals Worldwide

SUMMER 2014

OUR IMPACT

The OLEVI groundbreaking Teaching and Learning Syllabus is transforming results in schools nationally and world-wide. The Syllabus is designed to:

- ▲ drive up standards in the quality of teaching in schools
- ▲ create a successful teaching and learning culture that leaves a lasting legacy
- ▲ ensure all schools become centres of excellence in the enhancement of teaching and pedagogic leadership

The practical and highly effective programmes have produced a dramatic improvement in the schools where they are in action. They have made measurable improvements in the quality of teaching and leadership – with consequent improvements in learning outcomes for students – and helped raise schools to levels of outstanding achievement.

Initially developed for the City Challenge and the National College, the OLEVI programmes have been widely effective in London, Manchester and the Midlands and have grown to become pillars of education policy for England, Wales, Northern Ireland. OLEVI's suite of highly effective and practical programmes is currently used nationally through-out the UK as a model of best practice in school-to-school work and forms an integral part of the tool kit for over 80% of National Teaching schools.

Internationally, the OLEVI programmes have

“School managers could point to measurable improvements in the quality of teaching, with consequent improvements in outcomes for pupils.”

Ofsted 2010 report on City Challenge

had a significant impact in Western Quebec, Canada – with one school improving from the 95th percentile to the 15th – and influenced educational practices in the Maldives, Australia and Sweden.

CREATING A CULTURAL CHANGE

OLEVI's programmes are particularly effective because of the unique activities and models used, which provide a framework in which to kick start change. By building on the teaching wisdom already in place in a school, encouraging it to thrive and foster a relentless culture of excellence, OLEVI's programmes raise achievement levels quickly. Success drives success. Schools develop a self-sustaining

“The Teaching and Learning immersion programme has proved a particularly effective dimension of the London Challenge. Schools participating in the programme could transform their professional practice.”

National Teaching Schools report: Schools leading schools II

Would you recommend the programme?

100%
SAID YES

Has impact of programme been recognised by Ofsted?

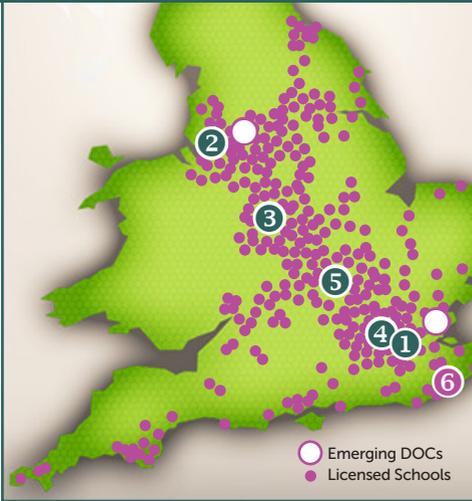
70% said YES

[Of the schools that have had an Ofsted since attending the programme]

88%

Said the programme had changed classroom practice for the better

A GROWING NETWORK – DESIGNATED OLEVI CENTRES & LICENSED SCHOOLS



Designated OLEVI Centres (DOCs) in England have worked and grown with OLEVI over the years. They share our aims and ethos and can facilitate the full range of OLEVI programmes. They also provide accreditation and quality assurance within their regions.

- ① Ravens Wood School, Bromley
- ② Ashton-on-Mersey School, Manchester
- ③ The Earls High School, Birmingham
- ④ Lampton School, Hounslow
- ⑤ Third Wave, Milton Keynes
- ⑥ Helenswood Academy, Hastings

“We are delighted to be joining such a forward thinking and prestigious group of schools who share our vision of providing outstanding teaching, learning and leadership and improving student outcomes.”

Lucy Monk, Principal, Helenswood Academy, 2014

coaching model they can use both to maintain excellence and share with partner schools.

Facilitated by a network of outstanding teacher facilitators and through our Designated OLEVI Centres (DOCs), OLEVI principles are changing the culture of teaching and learning; growing outstanding practice, nurturing positive innovation and encouraging schools to collaborate in educational success.

HELENSWOOD ACADEMY, HASTINGS

“Three years ago we took a step back to see what we needed to do to shift the culture of teaching and learning in our school. It was important that our staff were developed from within, with a sense of leadership from within.

Our vision was very much aligned with the OLEVI programmes. We saw that by using the programmes,

“The capacity to share knowledge – often tacit, builds a common language about teaching and learning; spreads good practice and supports an enquiring, problem-solving culture. Where such systemic and cultural approaches are sustained over several years it is not surprising that pupil results have risen consistently year-on-year.”

How do school leaders successfully lead learning? Peter Matthews

adopting the OLEVI culture and ethos and being part of the OLEVI network, we would not only be shifting the teaching and learning culture of our own school but, potentially, that of other schools within the town as well. The OLEVI philosophy creates a mindset where everyone thinks about: “How can I build on that moral capital in my role/part of the organisation?”, and take things to a higher level.

Since using the OLEVI programmes our school has gone from strength-to-strength. For us to be outstanding is just the beginning”

Lucy Monk, Principal, Helenswood Academy

ASTON-ON MERSEY, MANCHESTER

“For Ashton-on-Mersey School, more so than any other strategy or initiative that we implement, the OLEVI programmes are responsible for securing the Ofsted grade 1 for ‘quality of teaching’.

Whilst initially, the focus may appear to be on supporting and developing targeted individual teachers, it becomes abundantly clear is that the programmes’ ethos creates a climate whereby teaching and learning becomes open, reflective and shared across the school. It is these components which now drive our school’s expectations of teaching and learning for all staff and pupils.

Over the past 2 years
alone we have
facilitated...



...throughout the country, to...



...delegates from primary and secondary schools.

Benefiting
over...

half a million



WHEN EVERY CHILD, IN EVERY SCHOOL, ENJOYS OUTSTANDING
TEACHING, THEN OUR VISION WILL BE REALISED

After four Ofsted inspections since the process began, Ashton-on-Mersey has always been "Outstanding" overall. It was only at the fourth, and most recent, visit that we were awarded the coveted grade 1 for quality of teaching. Currently...



It is no accident that this coincides with the firm establishment and embedding of the OLEVI principles. ’

Nick Parry, Assistant Principal of Teaching & Learning,
Ashton-on-Mersey School

THE EARL'S HIGH SCHOOL, DUDLEY

‘The Earls High School facilitates a number of OLEVI programmes to schools both locally and nationally. The feedback from delegates attending the programmes continues to be very positive and Headteachers are noting the impact of the programmes following their recent Ofsted inspections.

At Earls we are continually exploring ways to develop the programmes. This has led The Earls to work more closely with Wolverhampton University and OLEVI in accrediting the OTP with credits towards a Masters Degree.

Delegates have welcomed the opportunity to explore how critical reflection on educational research can further enhance their practice. The opportunity to discuss the latest research is being developed across all programmes. ’

Ros Bartlett, Teaching School Director,
The Earl's High School

“Both the ITP and OTP programmes provided by Earls have had an enormous impact on raising the quality of teaching at World's End Junior School. Three of our teachers have been graded as "Outstanding" for the first time in their careers. The rapid improvement was recognised by Ofsted in January 2013.”

Allison Owens, Headteacher, World's End Junior School

How has the programme benefited you? WHAT YOU SAY...

Improving Teacher Programme

“It has completely transformed my life, both in and out of school and that of my students”

“Increased confidence and encouraged me to be more experimental. Given me some great strategies to take away and utilise”

“Feel I have progressed as a teacher”

“Good to have time to reflect on my own teaching and learning”

Outstanding Teacher Programme

“I particularly enjoyed the sessions on coaching as it has provided me with an effective and non-directive leadership model... it offers you the challenge and stimulus to raise your practice”

“I have learnt so much – it will have an impact on the rest of my career”

“I am now making a real effort to be a role model at all times”

Outstanding Facilitator Programme

“All activities from start to finish made me think of what I do as a teacher both inside and outside the classroom. The benefits of sharing ideas – I have realised I need to do this more often!”

“To be able to share with other excellent practitioners has made me feel empowered that this is the way forward”

“Pupils have become more open, engaged individuals who respond well to questions and question each other, including me!”

Three schools, recently recognised by Ofsted to be ‘Outstanding’ in all categories, share how the ITP and OTP have been instrumental in their journey to excellence

THE KING JOHN SCHOOL

“The King John School has had a significant number of staff go through both the ITP and OTP in the year prior to the school’s recent Ofsted inspection. The majority of those on the OTP were seen at some point during the inspection and all consistently had lessons graded as Outstanding.

The programmes helped demonstrate our relentless focus on the quality of teaching. We were able to show the impact the programmes had on the quality of teaching and had individual case studies that showed the development of our staff. The programmes continue to be a key part of the CPD offered in the school and the benefits are felt across the school.”

Robert Sweeney, Assistant Headteacher,
The King John School, Essex

“There is a genuinely reflective culture of learning and a desire to improve teaching among the staff. This is supported by a wide range of opportunities for staff development such as weekly ‘teaching and learning slots’ at staff meetings and opportunities to follow ‘Outstanding Teacher’ and ‘Improving Teacher’ programmes.”

Ofsted 2013, King John School, Essex

ROYAL WOOTTON BASSETT ACADEMY

Wootton Bassett has used both the ITP and OTP as part of its staff development plan – adopting them to ensure quality of teaching and learning. In September 2013, the school was accredited as a Teaching School and is the Lead School for the North Wiltshire Teaching Alliance.

“We would like to offer the ITP and OTP as tools for improving teaching and learning throughout the alliance, as we value it and have seen it work in our own school. We recognise that the professional development of all staff, needs to be of the highest quality, equally important and focused on student outcomes.”

Steve Kneller, Deputy Head Teacher,
Royal Wootton Bassett Academy, Wiltshire

HOLYHEAD SCHOOL

“Holyhead School has been involved with OLEVI since 2011. The school has used both the ITP and the OTP to support over 70 members of staff.

As a result, we have been able to embed a strong open door policy and develop a coaching structure within the school to support teachers of all experience. We continue to see the OLEVI programmes as an integral part of our continuing professional development.”

Lorna Owen, Vice Principal
Holyhead School, Birmingham