

Dear Friends and Colleagues,

Welcome to the Spring edition of our OLEVI news update. In this issue, we take time to highlight and celebrate the benefits and impact our programmes have had in the schools that used them as part of their strategy to develop quality teaching and improve learning outcomes.

Last term we welcomed Helenswood Academy, Hastings, as our sixth Designated OLEVI Centre. We are delighted to have them join our growing community. As strong advocates of our programmes, they share with us how their journey with OLEVI started and what it means to them to become part of our network and spread the OLEVI ethos further.

We also celebrate three schools recently graded 'Outstanding' in all categories by Ofsted. These schools tell us how our programmes have contributed to their success and how they plan to continue, not only developing their own staff but, plan to share their knowledge and facilitate our programmes to others.

As the graphic on the right illustrates, an increasing number of schools are sending their staff on our programmes and engaging in the OLEVI ethos and approach to teaching and learning. This is especially rewarding for us when we see the positive outcomes schools are experiencing and the benefit this has on pupils and the wider school community.



George Berwick



Richard Lockyer

OLEVI in numbers...

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



...throughout the country, to...



...delegates from primary and secondary schools.

Benefiting around

half a million
PUPILS



HOORAY!!!!

With currently...



...trained facilitators,

providing tools and strategies to improve learning outcomes,

**WE HAVE THE POTENTIAL
TO REACH MANY MORE!**

Graphic: Data does not include programmes facilitated before the 2012 academic year.

One of a kind

Bespoke programmes to suit your needs

The success and strength of the OLEVI programmes lies in our unique activities models. These models provide a framework suitable in any context, whether addressing individual or organisational needs, and encourages a way of thinking and working that can start a journey that, not only benefits the practitioner but, benefits colleagues, pupils and organisations alike.

'King of the Blank Box'

Our extensive knowledge and experience, of challenging expectations at the very core of teaching and learning, has led us to appreciate that the issues faced by individual schools and organisations are not the same. A bespoke programme puts you in control – allows you to unpick your particular concerns in a context relevant to you – and help you construct a solution and develop a coaching and supportive ethos leading to sustainable improvements.

Therefore, if you are an individual school, teaching school alliance, organisation, or local authority, looking to implement change, OLEVI is uniquely placed to create a package tailor-made for you.

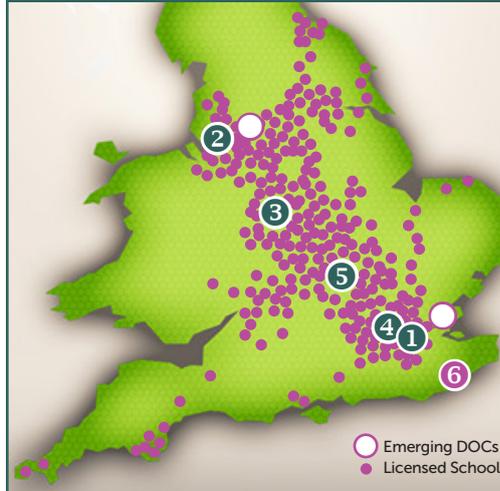
For more information on how we can help you achieve your aims contact Mona Bhatti: mona@olevi.co.uk

THOUGHT FOR THE MOMENT

The beautiful thing about learning is that no one can take it away from you

B. B. King

OUR DESIGNATED OLEVI CENTRES & LICENSED SCHOOLS NETWORK



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, Cheshire
- ③ The Earls High School, Birmingham
- ④ Lampton School, Hounslow
- ⑤ Third Wave, Milton Keynes
- ⑥ Helenswood Academy, Hastings

OLEVI'S NETWORK GROWS

Helenswood Academy celebrates becoming our sixth DOC

Helenswood has been a strong advocate of the OLEVI programmes for over three years, having used them as part of their own school improvement strategy and becoming outstanding facilitators of the OLEVI ITP and OTP within HACA – The Hastings Academies and College Alliance, and throughout the Hastings region.

Earlier this month we visited the school to ask Principal, Lucy Monk, and Director of HACA, Rachel Tizard, what it means to them to be a Designated OLEVI Centre.

‘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. We wanted to do it in such a way that staff felt empowered by other professionals, and not by going on a course that was a tick box system. It was important that our staff were developed from within, with a sense of leadership from within. This approach was going to be crucial to our school and also crucial to the development of teaching and learning in our town.

Our vision was very much aligned with the OLEVI programmes, which is about developing and empowering teaching staff to know and understand what good and outstanding teaching feels like in their classroom.

We saw that by using the OLEVI programmes, the OLEVI culture and ethos and being part of the OLEVI network, we

“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.”

would be not only shifting the culture of our own school but in the wider town as well. It is that philosophy – that is all pervading through everything– which creates a mindset where everyone thinks about: ‘How can I build on that moral capital in my role/part of the organisation?’.

We very much see ourselves as role-models and feel that we are able to role-model what OLEVI stands for. Our commitment to follow-up those who go through the programmes embeds what is learnt and ensures a lasting impact on day-to-day practice. Whilst, the peer-coaching model helps develop an environment of open exchange and engagement where everyone is valued and is part of the journey.

As a DOC we will be able to develop and widen the schools we can work with which is really exciting. It will not only benefit other schools but also us as we bring back knowledge from working with other people, which in turn will help us constantly move forward and be right at the cutting edge of discussion about teaching and learning.”

The Outstanding Teaching Assistant Programme gets off to a flying start

An exciting start to the roll-out of this much in-demand programme

Last term OLEVI saw demand for the Outstanding Teaching Assistant Programme (OTAP) out-strip supply. Those delegates lucky enough to have attended have been full of praise for the programme's content. "It has made me think about the importance of putting children's learning at the centre of everything we do..." said one delegate "...and has given me an overview of what an effective TA can do to ensure pupils are getting the most out of learning."

Aimed at giving Teaching Assistants quality professional development the OTAP enables TAs to experience existing expertise and new learning with colleagues in a safe, supportive and challenging environment. It provides tools and models to enable participants to make an immediate impact in their own classroom practice.

For more information on the programme please visit our website www.olevi.co.uk

HAVE YOUR SAY...

How has the programme benefited you?

Improving Teacher Programme

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

“Thinking outside the box – having questions up your sleeve”

“Good to have time to reflect on my own Teaching and Learning”

“Feel I have progressed as a teacher”

Outstanding Teacher Programme

“Made me evaluate current practice and acknowledge positive aspects of my teaching and points for development”

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

“It has given me confidence and made me more reflective”

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

Feedback from delegates attending the ITP at Hornsea School & Language College School and the OTP at The Earls High School

Quality Assurance...

What's in it for me?

Q Why is a Quality Assurance visit necessary?

A The quality of facilitation of a programme directly impacts on its success. As part of OLEVI's licence agreement and the National College requirement all ITPs and OTPs need to be quality assured. This ensures the rigour, consistency and longevity of the programmes is maintained at the highest standard.

Q So is it an inspection?

A No. QA consultants do not come to centres to "inspect", but to "shine a light" on what is going on. Facilitator teams and their schools are very much part of the OLEVI network. Part of the QA process is to share good practice across the OLEVI network and utilise the training to keep the programmes current, fresh and relevant to meet the needs of an ever changing educational landscape. QA consultants are expected to work within the ethos of the OLEVI Teaching & Learning Programmes and role-model DR ICE throughout the QA experience.

Q So, what's in it for me?

A The QA visit not only assures the quality of the programme but also develops the facilitator. OLEVI's coaching ethos ensures feedback from the observing QA consultant moves the learning of others forward. The QA visit becomes part of the facilitators' training and their on-going teaching and learning development. On-going feedback from facilitators tells us that the QA process is a constructive, affirming experience that builds confidence and develops skills.

For further information about QA visits or becoming a QA consultant please contact Karen Hughes: karen@olevi.co.uk

CONGRATULATIONS!

OLEVI celebrates three schools recently recognised by Ofsted to be 'Outstanding' in all categories. Here, the schools share how the Improving Teacher Programme and Outstanding Teacher Programme have been instrumental in their journey to excellence.

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. So successful was their experience of the programmes benefits that they went on to facilitate them to schools within their Challenge Partner Hub – developing a coaching culture and enabling more of the other participating school's staff to benefit from the programmes.

In September 2013, the school was accredited as a Teaching School and is

the Lead School for the North Wiltshire Teaching Alliance (NWiTS) – an alliance of 11 primary and 2 secondary schools.

‘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

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, Benfleet, Essex

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,

“Professional development has a positive impact on the success of the school. The school works collaboratively with schools locally and nationally to provide courses, training and coaching to improve teaching and learning, and to share outstanding practice.”

Ofsted inspection of Holyhead School, December 2013

NEWS IN BRIEF

A MARK OF QUALITY

In order to facilitate the OLEVI ITP and OTP facilitation schools or organisations are required to register for an OLEVI licence. The licence is free of charge, runs for one academic year and is reviewed and renewed annually. The purpose of the licence is to allow us to protect the quality and integrity of our programmes, which we monitor via a Quality Assurance visit. The licence also gives delegates and schools confidence to know programmes they attend are facilitated by accredited individuals.

For licence agreement terms and conditions please go to our website:

WWW.OLEVI.CO.UK

If you need to register or require further information please contact Mona Bhatti: mona@olevi.co.uk

PS

As an additional benefit, to licensed OLEVI schools, we plan to offer the facility to advertise the programmes you will be delivering on our website! So please let us know.

KEEP IN TOUCH

The OLEVI programmes can start the ripples of change within the culture of a school and lead to success. We are always delighted to hear your stories of what our programmes have meant to you, your school and your pupils and welcome your comments and contributions. If you would like to feature in one of our newsletters or become part of our growing portfolio of case studies please contact Julia Ward-Hastelow: julia@olevi.co.uk

LIKE RIPPLES ON A POND,
OLEVI PROGRAMMES HAVE
FAR REACHING EFFECTS