

Dear Friends and Colleagues,

What an exciting start we've had to this new academic year. In September, as part of the natural growth of OLEVI and the expansion of our programmes, we moved to new premises in Farnborough, Kent. Our new headquarters have dedicated conference facilities, giving us scope to accommodate the continued increase in demand for our programmes and become a hub for our community of schools.

As our drive towards excellence continues, we have updated the resource material for the ITP and OTP to reflect the current



OLEVI's new HQ and conference centre

emphasis on 'pupil learning' and further develop the use of our DR ICE® model. This coming year will also see the launch of new programmes aimed at all levels of the educational community to help build a portfolio of continual professional progression.

Integral to the OLEVI ethos and our collaborative learning model is 'flexibility of mind'. Being open and flexible to change, being prepared to challenge preconceived beliefs and ideas, encourages an 'open approach' to raising the quality of teaching and learning which, in turn, benefits teacher and learner alike.

In this issue, we hear from schools where this attitude is having positive and profound effects, highlighting how, given the right environment and support, change can happen. School leaders and governing bodies increasingly view the OLEVI programmes as an opportunity to invest in their staff, share best practice and empower staff, at all levels, to take control of growing excellence in their own school and that of others. We look forward to working with you all.



George Berwick



Richard Lockyer

Schools leading change and growing excellence

Alison Beane, Executive Headteacher, Mary Rose Academy, talks about how a focus on facilitating the ITP and OTP has helped foster a culture of Joint Practice Development and embed an "open door" approach to growing excellence in schools

The Mary Rose Academy first became involved with the OLEVI Improving and Outstanding Teacher Programmes in January 2012, when the school decided to take the opportunity, offered by the Portsmouth Teaching School Alliance, to train three of our leadership team as facilitators.

Having previously been identified as outstanding classroom practitioners, and completed the OTP programme themselves, these staff members became convinced that having our own facilitators could help to transform teaching and learning across the school, and contribute to raising standards across the city of Portsmouth.

Within weeks of becoming OLEVI facilitators each led on either the ITP or OTP to enable them to develop their face-to-face skills and become confident with the wide range of resource materials offered by the programmes.

We quickly began to utilise the learning models, materials and activities within our school and adopted the

philosophy and principles of the OLEVI programmes, leading us to make a radical shift away from CPD to Joint Practice Development (JPD).

We formed learning trios within the teaching team, using each other's expertise to move teaching forward within the school. Teachers were given the opportunity to visit other classrooms reciprocally, working cross phase and often cross subject. Each observation had a focus, identified by the teacher being observed. Staff positively embraced the OLEVI ethos "developmental not judgemental" mantra, focusing on the positives and suggesting an "even better if" to enable colleagues to improve their practice. Feedback from teachers has been overwhelmingly favourable.

GROWING OUR STAFF

Having facilitators has also enabled us to include the ITP and OTP in our teachers' professional development entitlement. All teachers access the appropriate programme on a rotational basis and we are already seeing impact in terms

“A really good opportunity, much more useful than formal observations as it was focussed on only one aspect of my teaching. It created a positive discussion afterwards which has resulted in some clear developments for me to implement in my classroom practice.”

Teacher, Mary Rose Academy

of the judgements in teaching standards across the school. So far 8 teachers within the school have accessed one of the programmes and, of that 8, all have shown improvements in teaching and 7 have recorded consistently outstanding formal lesson observations.

All recently qualified teachers take part in the ITP as part of their ongoing training even if their teaching is consistently judged to be good or outstanding. It is seen as an opportunity to share good practice and learn from other settings.

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Why do we polish fish?

Huw Duggan, Head of Teaching School, St Chad's, tells us how changing the culture of a school is the key to growth and success

'You may ask who would polish fish? More importantly what a glossy-gill bearing creature has to do with OTP/ ITP and our journey to becoming an OLEVI DOC? But this iridescent, aquatic creature is at the heart of St Chad's journey.

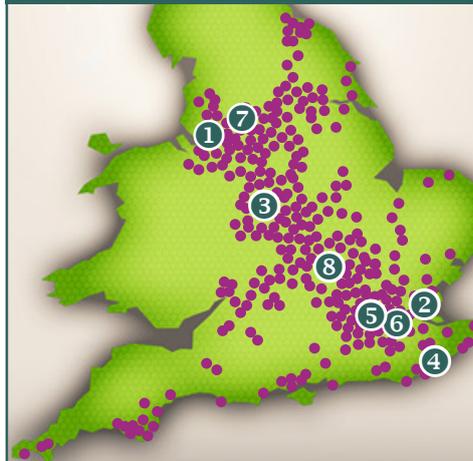
To put this fishy tale into context, Headteacher, Peter Burnley, had a vision for St Chad's as a professional learning community with outstanding outcomes. The key question was how to create and sustain outstanding? Peter believed outstanding is not a bureaucratic tick box procedure, rather a culture created through systemic leadership and coaching.

Often likening school to a fish tank, with the children and staff as fish, Peter believed to change a school you must focus not on the fish, but the waters in which they swim. You cannot pull a fish from the tank, smarten it up with training and plop it back in the murky waters and expect meaningful, lasting change. You must address the water itself.

After an Outstanding Ofsted in 2006 St Chad's was established as one of the first four schools trained to facilitate OTP/ ITP in Greater Manchester. With these programmes we discovered an approach and a vernacular, which challenged thinking, changed the environment, and clarified the waters around us.

The impact of the programmes was

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 Ashton-on-Mersey School, Cheshire
- 2 Billericay School, Essex
- 3 Earls High School, Birmingham
- 4 Helenswood Academy, Hastings
- 5 Lampton School, Hounslow
- 6 Ravens Wood School, Bromley
- 7 St Chads CofE Primary, Oldham
- 8 Third Wave, Milton Keynes

“Outstanding is not a bureaucratic tick box procedure but a culture created through systematic leadership and coaching. Stop focusing on the fish and focus on the water in which they swim.”

Peter Burnley, Headteacher, St Chad's School, Oldham

immediate and dramatic. Rather than just paying lip service to a sticky wall, or cartoon pictures of DR ICE®, staff began to use facilitated approaches to lessons; performance management was carried out in learning 3s; peer observation and learning walks are now common place; staff development is undertaken through Joint Practice Development (JPD) with staff leading on key aspects of school improvement; leadership is done through coaching and WWW/ EBI are a regular feature of evaluations for staff and children. All staff facilitate on programmes and the OTP is used as induction process.

What's more this tide of DR ICE® has gone far beyond our own shallow tank. In 2009 Oldham LA commissioned St Chad's to run the provision for NQT's, by developing a high quality training programme,

incorporating the principles of OTP/ITP. Not an ITP for NQT's, but a specific programme designed to meet the needs of NQT's and support the Induction Tutor through the first year. This programme, the NQTP, was badged and endorsed by Richard Lockyer in 2013, and is now run for over 90 NQT's in Oldham. It is being rolled out nationally, through schools such as Tuxford Academy, in Nottinghamshire, and is being adapted and translated to fit into the Welsh system of early professional development. We hope to have over 500 NQT's accessing the programme in 2015-16.

As a Designated OLEVI Centre, St Chads have been supporting the Central South Consortium set up and develop accredited hub schools for OTP/ ITP across South Wales, with the aim of creating a school led system, and turn the tide away from CPD towards JPD, with teachers, leading teachers.

Few things in education have had as much impact as the OTP/ITP. They continue to be effective because culture is at the heart of the programme rather than the individual. All of which leads to the moral of the tale: "stop polishing the fish and tackle the waters in which they swim". ■



Ian Campbell with OLEVI's Lead Consultant for Quality Assurance, Karen Hughes

International interest in OLEVI programmes grows

DUBAI, UNITED ARAB EMIRATES

Last term we were delighted to welcome Ian Campbell, Headteacher of the RAK Academy Secondary School in Dubai, UAE. Ian was keen to learn more of the OLEVI ethos and our Teaching and Learning programmes with a view to using them as part of his school's staff development and to ensure continued growth in the quality of teaching and learning for his pupils. ■

GERMANY AND CYPRUS

The Service Children's Education Authority was introduced to OLEVI's OTP and ITP in 2012. Since then the programmes have made a marked impact on the quality of teaching and learning within their schools in Germany and Cyprus. Outstanding teachers have gone on to become Outstanding Facilitators and trained to facilitate the Power of Coaching to help all Service Schools attain excellence. ■

GROWTH OF A VISION.

The adoption of the OLEVI programmes to help raise standards and improve the quality of teaching and learning in schools, continued to rise last year. 2013-2014 saw...



3 New Designated OLEVI Centres (DOCs)

UP



5 New programmes developed to reach every level of the teaching profession

UP

With every school that shares in the ethos and principles of the OLEVI programmes we are a step closer to achieving the vision **for every child in every school to enjoy outstanding teaching.**



Sharing a vision. Changing lives

OTAP helps schools raise their game

Growing staff at all levels helps build capacity to be exceptional

Last term the PEGASUS Alliance – a group of four primary schools in Bromley working together to drive forward improvements in teaching and learning – brought their teaching/learning assistants together to participate in the Outstanding Teaching Assistant Programme (OTAP).

On the programme the delegates shared ideas and strategies to help move their school's forward. The confidence gained in feeling able to voice their views and ideas helped delegates feel empowered to take the lead in their development as "learning assistants", with a focus on

facilitating the pupils learning experience.

"The OTAP is helping break down barriers so that now we are viewed as an important part of a team", said one delegate. "I now hope to become a facilitator of the OTAP so that other teaching assistants can develop and grow in their role and give the best learning experience to the children in their care".

"Involving and investing in all staff in our schools' vision has made our schools stronger" said Leah Crawley, Headteacher at Burnt Ash School. "The OTAP has raised the profile of the teaching/ learning assistant to a position in schools where they are being taken seriously as a profession and valued. It is having a very positive effect on our children's learning and creating excellent working relationships with other staff members across the school. Everyone feels responsible and gets involved in achieving the best for the children." ■

“The OTAP has raised the profile of the teaching/ learning assistant to a position in schools where they are being taken seriously as a profession and valued.”

Headteacher, Burnt Ash Primary School

Coaching at the heart of change

Level 1 Power of Coaching (POC)

Level 2 Advanced Power of Coaching (APOC)

Level 3 OLEVI Professional Coach (OPC)

January 2015 we will be running the next cohort of the **Advanced Power of Coaching Programme (APOC)**. This programme builds on the Power of Coaching (POC), which introduces the use of coaching in the classroom and how to respond to coaching successfully in a more formal context. **APOC** explores the theory and skills behind effective coaching and help understand how these can be used with students and colleagues in every day situations. The programme is suitable for individuals who wish to develop and grow coaching to drive their school forward.

The two and half day programme will run over six weeks at a cost of £475 plus VAT for delegates who have completed the POC TTT or POC within the OTP.

Delegates moving towards being an accredited OLEVI Professional Coach (OPC) will need to have completed the APOC before advancing to this stage. Accreditation costs £550 plus VAT.

For further information please contact Mona Bhatti: mona@olevi.co.uk ■

GOVERNORS VALUE ROLE OF OTP

Governors, at one of the country's top schools, value the role of the Outstanding Teacher Programme (OTP) in keeping their school at the height of excellence.

The Headteacher and governors of St Olave's and St Saviour's Grammar School, Orpington, not only have high

expectations of students' learning but high expectations of the quality of teaching the school provides.

The OTP was adopted as part of the school's outstanding school improvement plan to support staff development and continually improve the quality of teaching the school provides. This has led to measurable outcomes with their students continuing to make outstanding progress. The models and activities offered by the OTP have enabled teachers to add value, take learning to a higher level and grow independent, resilient learners. Teacher and learner become encouraged and engaged in excellence not only in the classroom, but beyond. ■

“Governors are fully involved in the performance management arrangements for all staff. They support the school's enthusiasm for all teachers to follow the Outstanding Teacher Programme.”

Ofsted 2014, St Olave's and St Saviour's Grammar School

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OBSERVED LESSONS
**DEEMED
OUTSTANDING**

20%

2012 - 2013



75%

2013 - 2014

IMPACT

We believe the impact of the programme has been hugely significant in raising the standard of teaching and learning within our school. In 2012/13 formal observations included 20% outstanding lessons, in 2013/14 this number increased to 75% outstanding. This was confirmed in our Ofsted Inspection in October 2013 where inspectors reported: "Outstanding teaching in the vast majority of lessons is the key to pupils' high quality achievements. Teaching typically enables all groups of pupils to make excellent progress in their learning and behaviour."

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Ofsted 2013, Mary Rose Academy

In December 2013 we engaged with the Challenge Partners programme, having our first joint review within the school in January 2014. Challenge Partners recognised the impact of the programme on learning and teaching noting that: "Teachers are very clear about what it is they want the pupils to learn and are very creative in the way they plan tasks which capture their interest, engage and motivate them. Learning is fun for both the staff and the pupils and risk taking alongside reflection is encouraged. Coaching, mentoring and other strategies are used in order to promote consistency of approach and outstanding teaching."

FUTURE PLANS

We plan to build on the success of the OTP and ITP programmes this year. We have now trained two teachers to enable them to deliver the **Power of Coaching** module from the OTP. Learning trios have now become coaching trios, with an emphasis on using coaching skills to enable colleagues to continue to drive up teaching standards. ■

NEWS IN BRIEF

RESOURCE UPDATE

As part of the continual growth and development of our programmes we have updated the resource material for both the ITP and OTP. The new resources reflect the current emphasis on "pupil learning" rather than "teacher training", with more focus on pupil progress and how to demonstrate progress in lessons. In addition, we have introduced new activities to each programme to enable delegates to unpick "good teaching", deepen their understanding of DR ICE® as an evaluation tool and encourage ownership and responsibility for their own development.

To roll-out these updates **REFRESHER DAYS** are being held at our new HQ for those who became OLEVI Facilitators of the ITP/OTP before 2012-2013. To accommodate demand additional dates have been scheduled for February 2015. To book your place please visit:

www.olevi.com/event-registration/

RESOURCE REGISTRATION

Earlier this term we migrated the OLEVI Resources to a new site. To access resources facilitators will need to re-register for a new user name and password. If you have not already done so please click 'Register' in login box at:

www.olevi.com/programme-resources/

LICENCE RENEWAL

Thank you to all those schools who have already registered for the annual OLEVI Licence for this academic year. All OLEVI Facilitation Schools need to be registered for a licence before delivering the OLEVI programmes. If you have yet to complete your registration for 2014-2015 please visit: www.olevi.com/resources/ to download a copy of the licence agreement.

STAYING IN TOUCH

As part of the licence agreement we ask all facilitators to please let us know, at the beginning of each term, the programmes you will be running. This will help us with arrangements for QA visits, which not only assures the quality of the programme but also develops the facilitator.

STOP PRESS!... QA TRAINING

This January OLEVI will be offering QA Training to experienced Accredited OLEVI Facilitators who wish to become an accredited OLEVI Quality Assurance Consultant. The one day programme will be held at OLEVI's new HQ on 19th January. To register your interest please contact Karen Hughes: karen@olevi.co.uk.