

Outstanding Teaching Intervention **Processes and Outcomes**



OUTSTANDING
TEACHING
INTERVENTION™
from Osiris Educational



OSIRIS
EDUCATIONAL

Quality first

Osiris Educational

We believe that through high quality training teachers and school leaders will improve. The impact of which will be felt directly in the classroom through improved performance and better life chances of the pupils.

Outstanding Teaching Intervention

Outstanding Teaching has been developed by Osiris Educational over the past seven years.

Wolverhampton University Research Findings

In 2012, a team from Wolverhampton University, led by Professor Mick Waters, completed an academic study into the effectiveness of the Outstanding Teaching Intervention.

- 100% of teachers enacted the ideas to which they were introduced
- 97% reflected that they had implemented better teaching and learning
- 93% thought that the OTI had a positive impact throughout the school

Model of school improvement

OTI is a school-based Intervention.

The aim is to lift the quality of teaching by one level, as defined by Ofsted in their teaching and learning criteria and as judged by senior managers at their school.

The Training Process

- **Classroom Sessions**
In the teacher’s classroom with their pupils
- **Reflexivity**
Reflections on the classroom session
- **Next Steps**
What they will try next
- **Leadership Meetings**
Held with senior leaders to establish support systems and to feedback on progress

The aim is to develop reflective practitioners capable of sustaining their own improvement. This in turn will secure improvement throughout their school by infecting the culture and language of teaching.

OTI is about equipping teachers with the knowledge, attitudes, skills and habits (KASH) to embark on long-term sustainable and focused self-development. At the heart of this is an attitude that encapsulates all the traits of a growth mindset individual.

Three training cycles

In secondary schools a training cycle usually lasts 12 days, with a cohort of 10 teachers.

In primary schools a training cycle usually lasts 9 days, with a cohort of 5 teachers.

The exact number depends on the size of the school and their capacity for such an Intervention.

Ideally schools will undergo three cycles of OTI. Each cycle lasts approximately 12 weeks.

This is done over three years but this process can be accelerated.

During the third cycle a small cohort from cycles 1 and 2 are coached to deliver parts of the process to the third cohort under the tutelage of the trainer. This ensures they can sustain the work in that school and that new staff have instant access to the training programme.

Three essential features

OTI is underpinned by three essential features:

- 1 | Pedagogical Content**
This involves extensive pedagogical work, ensuring clear progression, complete relevance and practical interpretation to make it accessible to all teachers of all Key Stages.
- 2 | 13 Distinctive Processes**
Staff are taken through thirteen distinctive processes, from the 'level up' way of thinking and improving, through to video work in the classroom and the reflexive processes that enable improvement. Each process will work differently for each individual.

Trainers personalise the approach for each member of staff to ensure that progress is made by all.
- 3 | Skilled Trainers**
All the trainers are able to demonstrate outstanding teaching. They also have the skills to build trust, uphold confidentiality and secure buy-in from the teachers. It is crucial for teachers to feel part of the process. Trainer recruitment and training is therefore very tightly quality controlled.

Philosophy behind OTI

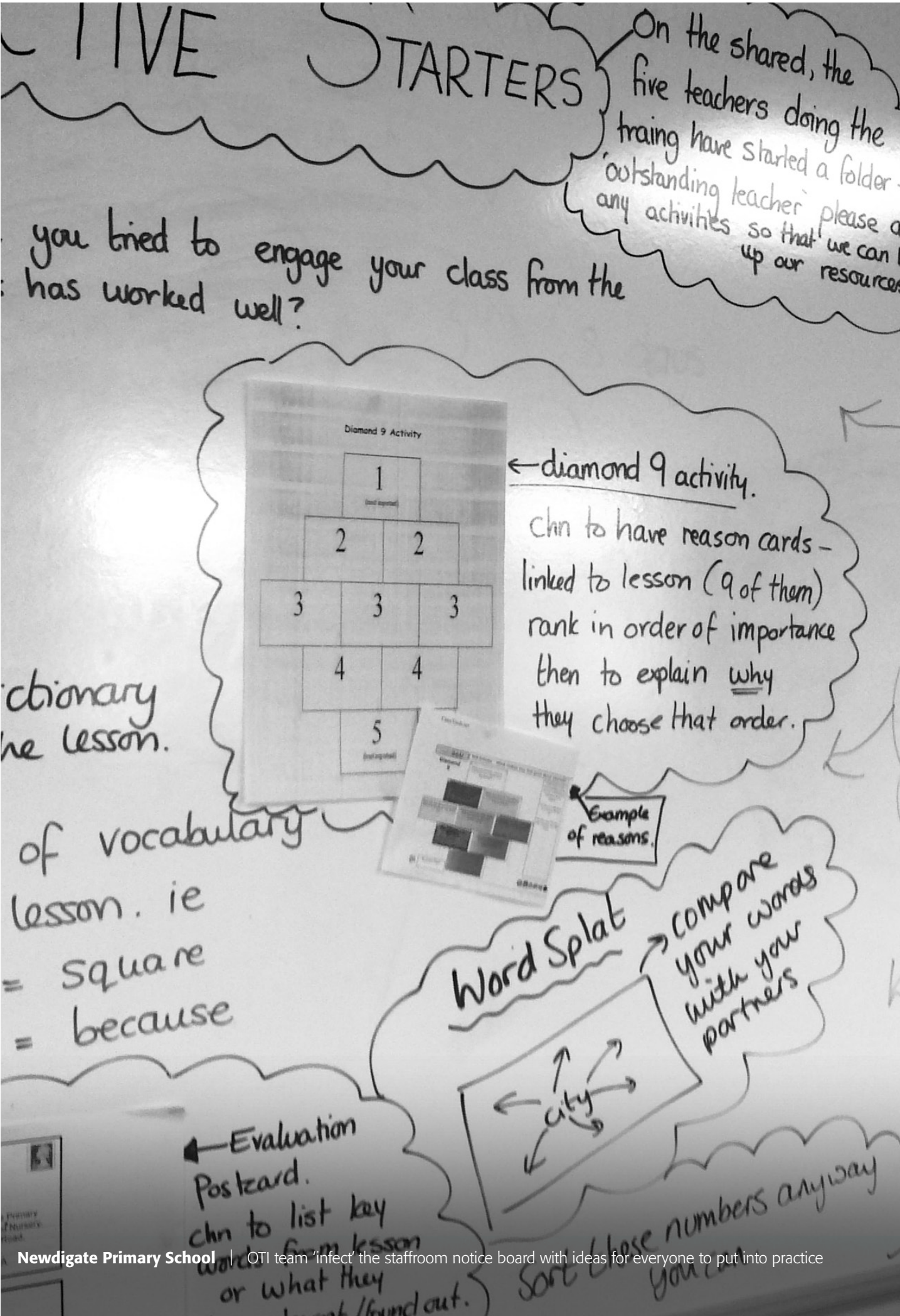
Outstanding Teaching started life in 2005, born out of the belief that better teaching should lead to enhanced outcomes for all pupils.

We believe that whilst learning was ultimately the responsibility of the learner, better teaching had to be the responsibility of the teacher and teacher leaders. A core value of the OTI is a belief that improvement is possible in all teachers.

OTI will ensure outstanding teachers are reflective practitioners:

- Able to bring tangibility to learning
- Able to engage in reflective practice
- Able to collaborate professionally

Furthermore, if a group of teachers shared their journey they would infect the school with both a language of teaching improvement and a mindset of achievability.



How effective is the Outstanding Teaching Intervention approach?

In June 2012 the University of Wolverhampton concluded a 6 month study into the effectiveness of the Outstanding Teaching Intervention. The study found that:

- 97% of teachers reflected that they implemented better teaching and learning
- 97% of teachers acknowledged that videoing themselves in action enabled them to see how to improve their practice
- 97% of teachers agreed that the Outstanding Teaching Intervention provides an innovative range of different approaches to improve practice
- 97% of teachers viewed learning differently and re-organised their lessons
- 94% of teachers became more focused on engaging students
- 93% of teachers became more able to effectively give learners feedback

Cohort Selection

OTI works best by being an elective process. Choose a cross section of teachers in terms of experience, age groups taught, subject specialisms and current performance levels.

Make it a voluntary process. More volunteers will come forward in a second cohort as OTI teachers are encouraged to work with increasing openness and collaboration.

This OTI spirit and language infects department meetings and eventually the whole school.

Done to or done for?

The key message that spreads is nearly always that they feel the programme is being “done for them”. When a specific group of teachers is targetted, they perceive that they are being singled out and “done to”. This is a far from ideal situation and can lead to resentment of both the selection process and the programme.

If you follow this guidance you will usually find that all the teachers you would have naturally wanted to target will have volunteered. What is more, they will be supported by other colleagues who have had the opportunity to experience OTI, making the gains from the training far more sustainable.

Trainer expertise

OTI trainers:

- are able to model outstanding practice through their actions and delivery
- have experience of a range of contexts, subjects and phases
- have a very sound grasp of both education and training pedagogy
- are in command of the full range of personal development tools: from instruction/mentoring to coaching/counselling tools
- have a passion for a world class education system for children across the country regardless of background
- are resolute about achieving outstanding and beyond and never satisfied with good
- have a philosophy of growth mindset, constantly seeking areas for improvement and learning more about teaching and learning

Senior Leadership Team Support

Whilst OTI is designed to work with individual teachers, impact of the SLT has a profound effect on the outcomes.

Positive reinforcement will create a climate of collaboration and shared learning amongst the cohort. Opportunities should be orchestrated for Interventionees to meet and discuss progress.

Professional Space

The space for training must be provided, fully equipped and laid out to encourage professionalism.

Confidentiality and Trust Building

Interventionees must be treated with complete confidentiality. Evidence from the programme should not be disclosed to SLT and videos only viewed by those featured in them. This will build the trust needed to take risks and experiment.

OTI is not part of performance management or appraisal process.

In the unlikely event that no improvement in a teacher is found after the Intervention, the school can use OTI as evidence of its attempts to develop the individual. Something far more remedial may be required.

Processes

Levelling-up

This is the process whereby teaching is broken down to a series of impacting competencies. These are each defined on a five scale level. Interventionees are required to identify current performance level and focus on the level above for improvement.

Triple cycles

By repeating the pattern in the process three times within each cohort the language and process of improvement becomes embedded and habitual. It also allows confidence in the techniques to be built and reflection to become more deliberated.

Reflexivity

Teachers reflect on their practice and take actions on the basis of those reflections. This proceeds in an iterative form so improved practice evolves over time and beyond the programme.

The key to long term development of teacher performance is for accurate self-reflection and target setting enabling teachers to move up levels. Reflexivity is as much re-planning within lessons as it is reflecting afterwards to re-plan subsequent lessons.

Training Rubric

All training must contain four elements:

- 1 | **Experience**
This can be reflected, simulated or real time. It allows trainees to feel the change they want to happen rather than just to intellectualise it.
- 2 | **Short term wins**
These are highly practical things they can take away and use immediately in their day to day practice. These include: plenaries, techniques, activities, stimulations, props and openers/ hooks. These give immediate confidence to try out new things.
- 3 | **Medium term gains**
These are the building blocks of progression. They include more methodological approaches; such as “the pit”. They allow planning over a series of lessons or modules. They provide a framework or structure for new approaches to teaching to be developed.
- 4 | **Long term strategy**
This is where pedagogy meets practice. Teachers start to define split screen lessons where:
 - the tools of teaching subject matter combine with developing the learning of studentship and independence
 - the needs of passing the examination are woven together with the rigour and inculcation of a love of learning
 - the latest theory and research are explored to ensure progression

Trust Building

Interventionees need to trust their capacity to improve, the Intervention programme and the skills of the trainer if they are to progress.

We build trust by:

- Being excellent practitioners in the classroom — ‘walking the talk’
- Being able to adapt ideas and provide subject specific examples — some Interventionees will need this to get them ‘unstuck’ and moving up levels
- Being open to questions at all times, and always responding within 24 hours

Video Analysis

Very few teachers have watched themselves perform in front of their classes. Fewer still are given the professional dialogue with which to analyse and improve their performance.

The main focus of the lesson observation is to assess the lesson against the levels for that particular module. There are three factors that can influence the achievement of higher levels in any module and these will also be closely observed.

The three observable factors:

- 1 | **The teacher as the practitioner**
There are verbal and non-verbal traits that affect the teacher’s performance. Examples include:
 - Body language – including where (how) the teacher moves within the classroom
 - Level of energy, enthusiasm, or positivity – which may be communicated subconsciously to students
 - Over-talking/explaining by the teacher
 - Level of clarity communicating instructions
 - Tone and volume of voice (one teacher realised how aggressive she was towards minor disruption after watching a DVD of her teaching)

2 | **Classroom norms**

This is what teachers accept as normal behaviour from the students. Some teachers are very aware of students talking when they are talking, whereas a few will accept this as a norm.

Other examples include: the start to the lesson, group work, listening during question and answer sessions, and the pace of the lesson.

3 | **Independent learning**

A core element of the mission of the OTI programme is for students to do more so teachers do less with the aim of developing independent learning.

Progressive content

The modules are built to move teachers from engaging pupils to setting pupils free to learn on their own with rigour and purpose.

Coaching to mentor continuum

Trainers use the full range of Intervention techniques. These are seen as a continuum of practice but should develop over time to move from prescriptive to self-directing.

Mitzvah (*gift*)

OTI is both the movement towards mastery and correction of deficits. Mastery of the levels dominates the direction of the Intervention but if blocks to that path are found (e.g. poor classroom management, ineffective voice control) these are dealt with and the path returns to mastery.

Micro focus

The Intervention is a highly personalised teacher-by-teacher Intervention. It starts from where the Interventionee is and builds their skills by an appropriate level of challenge.

Quality assurance process

At input, process and outcome stages everything is monitored. The five step model covers:

- 1 | **Outstanding by design**
The architecting, engineering and defining of the model are based on what works: what is pedagogically progressive and built with internal and external client efficacy in mind.
- 2 | **Outstanding by input**
All trainers, training materials, professional spaces, and schedules are thoroughly checked and constantly monitored to ensure they reach the exacting needs of OTI.
- 3 | **Outstanding by process**
Termly and annual review of the 13 key processes with OTI are undertaken.
Wolverhampton University were able to verify that all 13 key processes are of high importance to the success of the programme and commented on their surprise at some of them and the lengths trainers go to uphold their integrity.
- 4 | **Outstanding by outcome**
Impact on each teacher involved in OTI is taken from start to finish of the programme. All teachers also provide qualitative feedback during and at the end of the process.
- 5 | **Outstanding by impact**
The Wolverhampton research has provided us with a reliable, post OTI process for measuring sustainability of gains and lasting effective of OTI. CUREE have helped develop the measurement tools.

Training needs analysis

This involves assessing current teaching performance level against a range of questions and ensuring, with the teacher and SLT, that we have a clear agreed starting point from which to measure improvement.

Buy-in process

OTI is an elective process. Teachers opt into the Intervention cycle and the processes it entails. This involves de-privatising their classrooms, taking risks, being filmed and working to the spirit of the Intervention. The experience can be very emotional as low impact teaching behaviours are challenged. It is essential that this is a buy-in rather than forcing process.

Direct outcomes

Level improvement

OTIs recognises five levels of teacher performance:

- Outstanding secure
- Outstanding unsecured
- Good secure
- Good unsecured
- Requires improvement

The aim of the programme is to ensure all teachers move up at least one level as judged by the SLT at the school. This will align with Ofsted Teaching Judgement.

Reflexive practitioner

The OTI process will ensure Interventionees will become reflexive practitioners. At the highest level this will involve their ability to use autotelic feedback.

Growth mindset

This is the development of a ‘can do’ approach to teacher improvement. In line with Professor Carol S. Dweck’s research, the teachers will develop a growth mindset to their own improvement which will enable them to understand and model this process with their pupils.

Path to sustainable improvement

The OTI can be used as a springboard to further development work. The content of the programme is approved at Masters level and can be used for the achievement of module award.

Shared language of teaching improvement

The structure and terms used in the Intervention embed themselves into departmental and staff conversations. A shared understanding of terms such as “level up”, “the pit” and “flow” provide firm foundations in understanding for future development work.

Improve children’s learning and life chances

Early data suggests a direct improvement on pupil performance from the Interventions with both GCSE results and Key Stage 2 SATs data showing disproportionate improvement.

Indirect outcomes

Collaborative professional

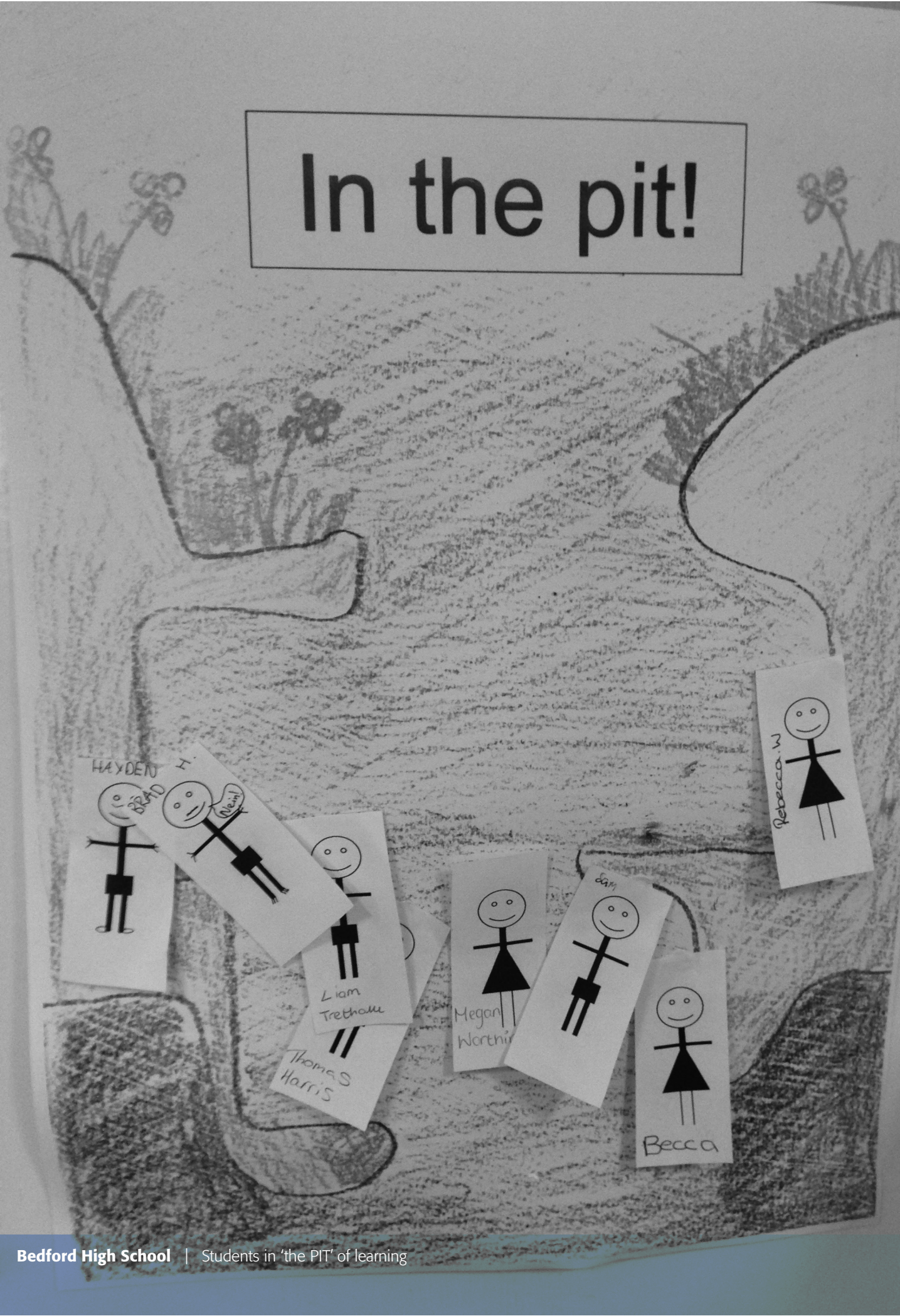
Teachers in the programme will become more self-aware as teachers and gain confidence in working with peers on professional improvement. This will enable them to take part in future development work at the school including TLC/PLCs and whole-school initiatives.

Residual impact

Follow up work indicates that teachers on OTI remember the modules and experience far more than other training, many naming it as the best CPD they have received in their teaching careers.

Infection of school culture

By working with a group of teachers in the school the impact multiplies. These teachers feed into staff meetings. Typically, whilst it has been difficult to recruit first cohorts due to lack of trust and cynicism, second cohorts have been over-subscribed by as many as three times.



Bedford High School | Students in 'the PIT' of learning

Supporting you before, during and after your OTI

You can contact us at any time by using one of the following methods:



Call Katie Grainger on **01790 755 787**



You can also email Katie at:
kgrainger@osiriseducational.co.uk



View our OTI trainers, read the University of Wolverhampton's research into OTI, or discover the journey other schools have gone on by visiting **www.bit.ly/moreOTI**



Bedford High School | The schools is rated in the top ten percent nationally for 'Outstanding Continuous Achievement'

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OTIPO-V1.02



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