

# Sailing the Seven C's with TEEP -

putting the wind into the sails of a new language for learning.....

Russel Hall, Kesgrave High School

One of the striking features of the Teep model is, alongside the force of its underlying principles, the simplicity of its visual design. It really is the velvet glove surrounding the iron fist. TEEP is a model of real strength and its holistic vision, enshrined in its circular visual learning cycle, is forever revolving in the minds of its advocates and practitioners. It was that revolution which lit one of the fuses for change within my own school. As an Assistant Head teacher, in charge of Research and Development, I had been tasked with exploring new initiatives in teaching and learning and raising their profile within school. One of the earliest initiatives this prompted was the setting up of a research culture. This was structured upon expanding the teaching and learning group from one group to five groups. Five, five hundred pound research and development grants were made available to support the development of these groups which members of staff bid for, to research an area of classroom based enquiry. Two hundred pounds of this were paid to the writer or writers of a successful bid and three hundred pounds available for books, inset or other expenses related to the work. These action research enquiries might be individually focused but were generally envisaged to become whole school projects involving the leadership of a teaching and learning group which becomes the hub for the action research enquiry itself. They were also constructed to provide opportunities for whole school leadership through the bidding process where the successful bidders then chaired and organised these teaching and learning groups, working

in dialogue with myself and sometimes other members of the leadership team.

One of the first groups focused on the development of a language for learning for the school and, led by Xavier Norte, Head of Psychology at Kesgrave High School, they produced a credible language for learning that was both intelligent and intelligible. They called it **The Seven Cs of Learning: commitment, communication, considering, creativity, curiosity, connections and confidence**. It was developed over two years of careful research and its results suggested the project had the necessary gravitas to become whole school policy. The launching of that policy came under the remit of the school's deputy head, Ian Luff and me. So where you might ask did the TEEP model fit into this big picture? In the past TEEP has been used alongside the 5 Rs plus one: respect, resilience, resourcefulness, reasoning, reflectiveness, reciprocity. So I could immediately see a connection between that model and the one we wished to develop as a school.

The key question was how to launch this new initiative with both staff and pupils and how to bring these words alive to their minds. TEEP makes a virtue of the power of analogies – one of the exercises undertaken on TEEP level 3 is to create a PowerPoint based analogy of what good teaching and learning looks like. At the heart of this exercise is the idea that we need to apply our learning to demonstrate it. This gave me the inspiration for one of the ways I decided we could memorably illuminate the seven C's for our pupils. What if the C's were associated with famous people to emphasise

their attributes as learners? This generated a debate about the holistic vision of a language for learning emblemized by exemplary learners. We decided on the following individuals: Rafael Nadal – **Commitment**, Hermione Granger – **Curiosity**, Harry Hill – **Connections**, Leonardo Da Vinci – **Creativity**, Bill Gates – **Considering**, Matt Cardle – **Communicating** and Tinie Tempah **Confidence**.

We wanted the choices to be a mixture of genders, ethnicities, ages and both of their time and timeless. These individuals, we stressed in a series of launch assemblies, possessed all the Cs but majored in one or another in the imaginations of their followers. We used their life stories and achievements to underscore the characteristics of an effective learner. For instance in exploring Bill Gates as emblem of **considering** we explored not only how and why he launched and created Microsoft and the significance of the hours he put into devolving that corporation but also the philanthropic **considering** he has applied to his success. These lives, alongside the connections to the language for learning, arguably made the 7c's more immediately tangible for our pupils and were equally designed to inspire.

But how else would our pupils get to know this language and employ its principles to their benefit? TEEP stresses the effective enhancement of the teacher and we were keen to further explore the desired by product of this, the effective enhancement of the learner. What might give our pupils an edge in their preparedness to learn? We wanted them to understand that this was the underlying principle behind the language; that thinking about learning and considering

how to learn are the attributes possessed by effective learners.

We needed a visual symbol capable of representing the vision behind the seven Cs and we found this in the image of a compass. It seemed a perfect fit for our language; it imaginatively complemented the play on words in the seven C's, allowing us to extend that metaphorical meaning: our pupils would have a compass with which to navigate the Seven Cs.



At the centre of the compass was **Commitment (having its echo in collaborative problem solving?)** - representing gravity, the magnet inside the compass that made it work. Without this mindset even the brightest of students will close down as learners. **Commitment** represents the anchoring role played by a learner's growth mindset. Radiating from this spin the four points of the compass **Curiosity (thinking for learning) – Connections (accelerated learning) – Considering (assessment for learning) – Creativity (effectively using/playing with ICT and other media in transforming learning)** as a process of how you get to your destination/journey. These five C's, and the language itself, were developed independently of the underpinning elements of the TEEP framework but arguably find their echo in them as well.

To me the **connections** did not end there: when I **considered** the placement of

the Cs I thought of the TEEP lesson cycle. **Curiosity** is vital to engage in preparing to learn and agreeing what you are deciding to learn. Equally it is imperative that learners **connect** with new information and **consider** (construct) its meaning before they engage **creativity** (apply to demonstrate) in **communicating confidently**. The TEEP cycle inspired my thinking in ordering the points of the compass in this direction. However, just like the thinking behind the design of the TEEP cycle, I wanted this to be a flexible tool for learning and again the extended metaphor of the compass provided guidance. Hopefully it encapsulates the idea of learning as discovery and the idea/principle of piloting a route to learning - responsibility and autonomy in the hands of the learner. The learner/teacher decides which C's to employ to get them to where they want to go and when and where to give them greater weight in setting the agenda of the learning journey/lesson. It's a tool that supports the needs of its owner.

Finally the outer ring of the compass has the reciprocal words **communicate confidently, confidently communicate** and here again the TEEP cycle influenced my thinking in creating Kesgrave's Compass for navigating the Seven Cs. Just like the outer ring of the TEEP cycle, where effective learner behaviours and effective teacher behaviours circle the same revolving circumference, the compass is encircled by a defining ring of **confidence** to illustrate the significance of effective **communication**.

Once we had our analogies and imagery in place it was time to **consider** how to support the introduction of the language for learning through the school's PSHE structure. Here TEEP again came to the rescue as the lesson plan for all four year groups was modelled on the TEEP lesson cycle.

Here are the bones of that lesson plan:

## PSHE - lesson plan - Introducing the Seven C's

---

### Phase 1 Prepare for learning

First five minutes – ask pupils in pairs to recall how, when, where and why have they learnt best either at school or elsewhere. Also ask them how often they apply these memories when they are learning something new. Finally ask them whether they think it's important to know what the characteristics of an effective learner are.

---

### Phase 2 Agree Learning Outcomes

Discuss with them that this lesson will give them an opportunity to explore those characteristics and to start planning how they might better employ them to help themselves make further progress with learning in the future.

---

### Phase 3 Present New Information

Give out sheets of A3 sugar paper and ask pupils to draw a gingerbread figure on the paper. Then ask them to write down all the characteristics they associate with an effective learner. A simpler way of phrasing this might be to ask them the question: What do good learners do? For example 'Listen hard' or 'Contribute fresh ideas' These characteristics should be written on post-it notes and dotted around or placed on the figure on the sugar paper. Equally pupils could be asked to look at their books for ideas on the characteristics of an effective learner.

---

### Phase 4 Construct Meaning

Then give pupils the Seven C's and ask them to organise all their characteristics for an effective learners under each heading. Also ask them if they think anything is missing in the list, use this dialogue as an opportunity to explore the thinking behind the Seven C's using your teacher guide to the Seven C's as a reference point, if necessary.

---

### Phase 5 Apply to Demonstrate

Ask pupils to decide on how they themselves would advertise the Seven C's for their classmates, at this point they could:

- Design a poster
  - Write a poem
  - Work on designing logos for each C
  - Create a power point or movie
  - Design a leaflet
  - Write a speech
  - Create a Facebook page for the Seven C's
  - Perform a play/write a script
- 

### Phase 6 Review

Review the learning, ask pupils to look at the guide to the Seven C's, which is found on the back of the book inspection form, and set themselves two targets focussing on areas within the Seven C's that they would wish to improve upon. These targets might flow from the following two questions:

1. How can I use the Seven C's when in the classroom?
  2. How can I use the Seven C's when doing my homework?
- 

Please ask pupils to write this out twice once for you on paper and also in their diaries so that these can be added to the VLE. The plan is to follow these targets up at the end of this term.

The benefits of TEEP training have become clearer to me over time. This is a valuable lesson for all us involved wherever we are in experiencing/developing ideas influenced by the TEEP framework. Its underlying principles can inform whole school initiatives alongside its undeniable impact upon learning in the classroom.

---