



Teach Well.

Masterclass Series in High-Impact Instruction

2020 Impact Snapshot
March 2021

About Us

At Teach Well, our vision is an Australia where every child can reach their full potential led by excellent teaching – in every classroom, every year of their schooling.

Teach Well was established to provide support for teachers and school leaders to improve outcomes for the students in their classrooms and schools.

We aspire to contribute to the creation of a world-leading education system, where our young people thrive with the foundation of a strong, meaningful education.

We envision a society where all Australians value teaching and learning, and recognise the importance and complexity of the craft of teaching.

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The Challenge

Across Reading, Science and Maths, Australian students are falling behind.

In Mathematics and Science, Australian students in Year 4 and Year 8 now perform worse than students in many countries, including England, America and Ireland.

Only 70% of Australian Year 4 students achieved the National Proficient Standard in Mathematics - compared to 84% in Ireland and 96% of Year 4 students in Singapore.

In Reading, Australian students score lower in Year 4 than 13 other countries, including Singapore, Hong Kong, Finland and Poland (who all tested in English), and Ireland, Northern Ireland and England. The PISA 2018 results demonstrate declining results

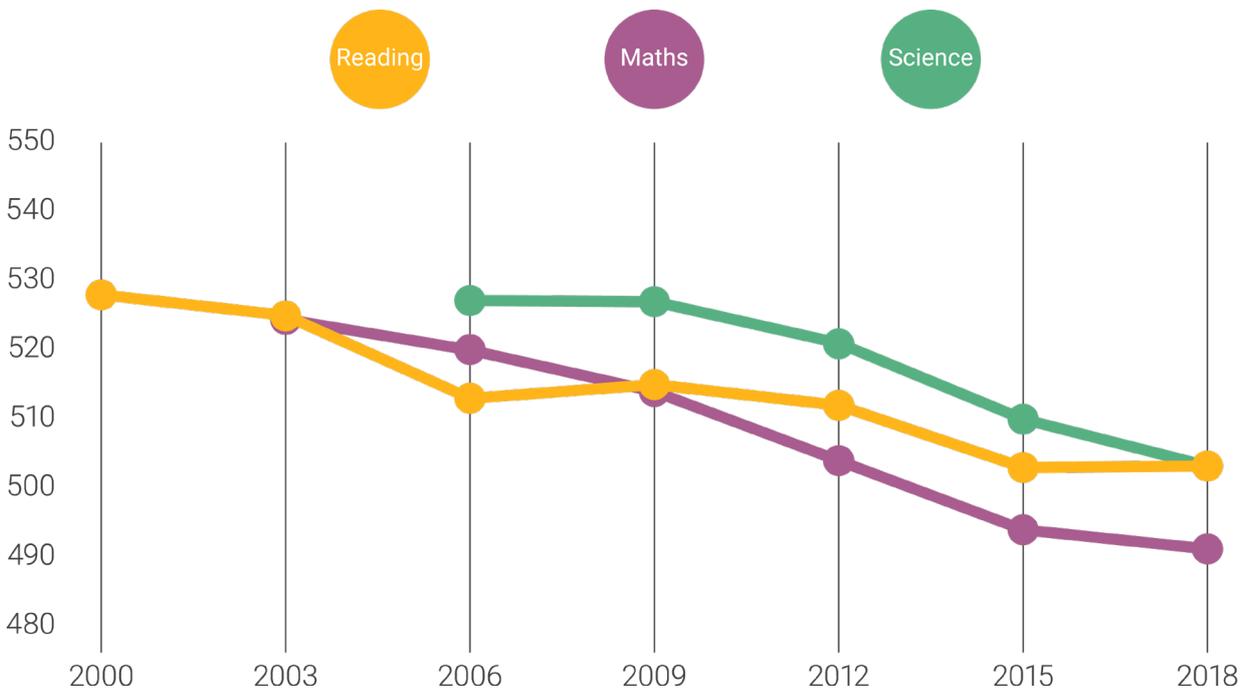
for Australian students too, with student performance falling in every assessment domain (Reading, Maths and Science).

Research consistently demonstrates that the quality of teaching has the greatest influence of all in-school factors for student engagement and achievement, and that children with high performing teachers can learn four times as much in a year as children with low performing teachers. (Hanushek, 2014)

At Teach Well, we believe in an Australia where every child reaches their full potential through excellent teaching in every classroom, every year of their schooling.

PISA mean scores from 2000-2018

Mean scores in major and subsequent assessment domains (ACER, 2021).



The Masterclass Series Approach

Working from a robust research and evidence base and providing concrete techniques teachers can use immediately, this Masterclass Series supports teachers to build high-impact instruction. Throughout the Masterclass Series, teachers:

- » Are supported to implement and embed evidence-based teaching strategies into their own classrooms.
- » Receive rich feedback about student learning, as they're teaching, so that they can make decisions on what to teach next, using information from every student in their class.

- » Improve student participation and engagement, such that every student achieves at least a year's worth of progress, masters concepts and retains learning in the future.

The Masterclass Series supports teachers and teacher leaders to improve application in their own classroom through a very practical learning experience, with a pathway to mastery for all participants.



We believe our Australian education system can and should be world-leading again. With the right support, school leaders and teachers across the nation can significantly improve student learning, by translating research into classroom-level action, at minimal cost.



The Masterclass Series Experience

- » 5 days of professional learning that deepen understanding of the research, seeing instructional strategies in action, digging into high quality examples and modelling, with hands-on testing and trialling.
- » Opportunities for self-reflection and multiple rounds of coaching video enables participants to complete the Masterclass Series feeling confident to use the practices in their own classroom.
- » A learning environment where every participant commits to implementing and practicing the instructional strategies as well as collecting feedback from their own students over the course of the Series.
- » The opportunity for executive school leaders to participate in the first day of professional learning to build their own understanding of high-impact instruction and support for participant teachers back at school.



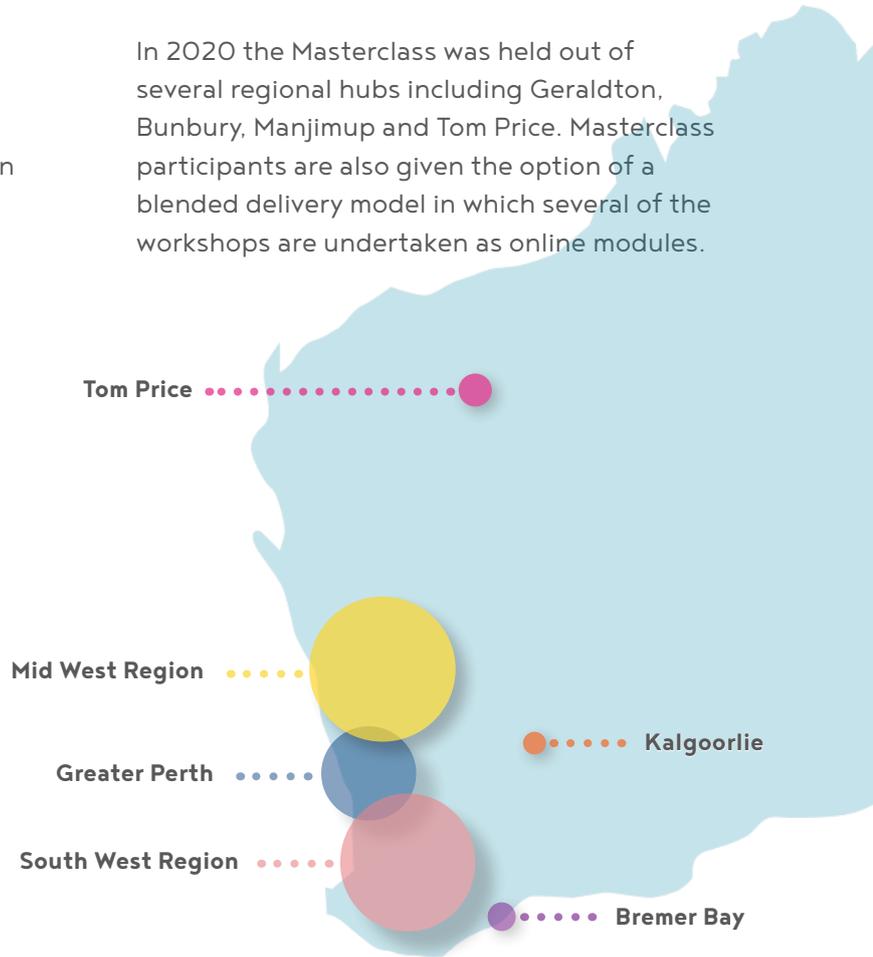
The greatest resource in Australian schools is our teachers. They have the greatest impact on student learning, far outweighing the impact of any other education program or policy.

Jensen, 2010a

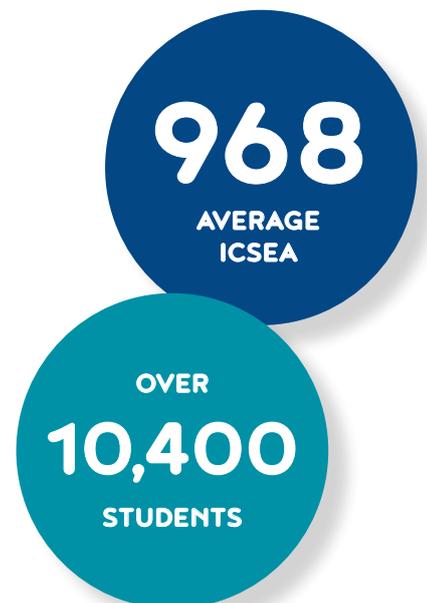
Demographics

Teach Well is committed to providing professional learning opportunities for all teachers working within the Western Australian public school system. With Western Australia being a large and often sparsely populated state, Teach Well offers a range of options for regional and remote schools who wish to participate in the Masterclass Series.

In 2020 the Masterclass was held out of several regional hubs including Geraldton, Bunbury, Manjimup and Tom Price. Masterclass participants are also given the option of a blended delivery model in which several of the workshops are undertaken as online modules.



Participants	Number of participants	272
	Primary teachers & leaders	49%
	Secondary teachers & leaders	51%
	Teachers & HOLAs with teaching load	90%
	Leaders with no teaching load	10%
Schools	Average ICSEA	968
	Participants in schools with ICSEA below 1000	84%
	Participants in schools with ICSEA 1000-1050	13%
	Participants in schools with ICSEA above 1050	3%
	Metro schools	33%
	Regional and remote schools	67%
Students	Approximate number of students in classrooms	10444
	Approximate % of indigenous students	10%
	Approximate number of indigenous students	1065



Overall Impact Summary for 2020

Teachers changed their daily teaching practices.

99% of teachers reported they changed their practice during the Masterclass.

90% of primary students reported their teachers changed their teaching practice.

79% of secondary students reported their teachers changed their teaching practice

Student behaviour improved.

73% of teachers noted improvements in student behaviour in their class(es).

74% of primary students noted peer behaviour had improved in their class(es).

60% of secondary students noted peer behaviour had improved in their class(es).

Improved student academic achievement.

42% of participants had improved student progress, against a comparison.

30% of participants had student progress data but without a comparison or reference for expected growth.

22% of teachers noted anecdotal improvement.



Students changed their views on learning.

Positive changes in student views on their ability to learn. Few interventions have been shown to build stronger student mindsets.

8.4% of primary students and **8.1%** secondary students were less likely to agree with the statement:

"There is a limit to how much I can learn."

4.7% of primary students and **6.4%** secondary students were less likely to agree with the statement:

"I can learn new things but can't really change my basic intelligence."

Teachers are more confident their students will achieve success with grade-level content.

85% of teachers felt more confident students will achieve grade-level content.

Teacher Feedback

272 teachers and school leaders from across the Western Australian public school system participated in the masterclass in 2020. Feedback from teachers indicates the Masterclass is a relevant and practical learning experience.

Teachers noted the opportunity to both engage with research and to implement new practices over time and with feedback, enabled them to develop their daily teaching practice.



Highlights

99%

agree they've changed their daily teaching practices;

98%

agree that they enjoy using high-impact instructional practices.

96%

agree that most teachers would benefit from using high-impact instructional practices in the classroom.

73%

feel student behaviour has improved in their focus class(es).

85%

feel more confident students will achieve grade-level content.



This has been a great learning experience that will be embedded through my teaching practice for the rest of my career, ensuring that I will continue to have a lively classroom and improve student learning.

Science teacher, 2020 Masterclass Participant



This course was so well worth the time invested in it. I loved being taught by experts who both know and are passionate about research. I think the Masterclass will be one of the few PDs available that will lead to a measurable long-term difference in teaching and learning

HASS teacher, 2020 Masterclass Participant



I enjoyed every aspect of the Masterclass Series. I feel that the way it was delivered with constant links to research made me take on new strategies more easily and really made me reflect on what I was doing in my classroom and why.

Primary teacher, 2020 Masterclass Participant

Student Feedback: Primary

Across a range of teaching practices aligned to the AITSL standards, student feedback noted an overall improvement. Students' perceptions of their teachers use of high-impact instructional strategies either remained

steady* or the number of students who agreed their teacher was using the strategies increased. Displayed below are the top 10 changes in teaching practice observed by primary students in 2020.

Top 10 changes in teaching practice for primary students	Pre MC	Post MC	Growth
My teacher asks me to explain my answers - why I think what I think.	71.5	83.2	11.7%
We solve lots of problems together as a class before my teacher gives us tricky problems to solve by ourselves.	80.9	90.4	9.5%
My teacher pushes me to correct my mistakes.	70	78.1	8.1%
In this class, I can share my ideas and answers in class.	68.8	76.8	8%
My teacher breaks down tricky material into small steps that we practice before moving on.	79.7	87.5	7.8%
In my class, we often review things we've learnt so we don't forget.	83.9	91.5	7.6%
If our class doesn't understand something during the lesson, our teacher will teach it again.	69.5	77	7.5%
I remember what we learnt in this class, many months later.	51.7	59	7.3%
I understand what I am supposed to be learning in this class.	76.5	83.6	7.1%
My teacher asks us all to answer questions.	76.9	83.7	6.8%

869 primary students with teachers in Cohort 5-12 took the pre-Masterclass survey, 871 primary students took the post course survey.

* Steady is considered a change of no more than 3% +/- from 'Pre MC' survey to 'Post MC' survey

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This course has changed my teacher because she can explain more things clearly. I also like the way my teacher doesn't do hands up. She always uses pick me sticks for everything, so everyone is included.

Year 6 Student

“

I really like the teacher using the mini whiteboards, popsticks, and slide shows. It helps me with different topics, and I don't lose focus. Class is really fun and I am getting better at remembering what I learnt.

Year 5 Student

“

The new strategies the teacher uses have made it easier for us to learn and understand new things. I also think it improves the behaviour of kids in the class.

Year 6 Student

Student Feedback: Secondary

Across a range of teaching practices aligned to the AITSL standards, student feedback noted an overall improvement. Students' perceptions of their teachers use of high-impact instructional strategies either remained

steady* or the number of students who agreed their teacher was using the strategies increased. Displayed below are the top 10 changes in teaching practice observed by secondary students in 2020.

Top 10 changes in teaching practice for secondary students	Pre MC	Post MC	Growth
I remember what we learnt in this class, many months later.	48.8	53.9	5.1%
We solve lots of problems together as a class before the teacher gives us tricky problems to solve by ourselves.	71	75.6	4.6%
This teacher pushes me to correct my mistakes.	69	73.4	4.4%
Our teacher asks us all to answer questions	79.3	82.6	3.3%
This teacher asks me to explain my answers - why I think what I think.	74	77.3	3.3%
In this class, I can share my ideas and answers in class.	64	67.1	3.1%
Our class is busy learning and doesn't waste time.	41.6	44.5	2.9%*
This teacher knows if I don't understand something during class and they help me until I get it right.	65.8	68.5	2.7%*
In this class, we often review things we've learnt so we don't forget.	78.4	80.7	2.3%*
This teacher accepts nothing less than our full attention and effort.	78.4	80.4	2%*

1215 secondary students with teachers in Cohort 5-12 took the pre-Masterclass survey, 1077 secondary students took the post-Masterclass survey.

* Steady is considered a change of no more than 3% +/- from 'Pre MC' survey to 'Post MC' survey



The new way of teaching is starting to improve behaviour in class. It helps us get smarter and have more respect for each others ideas and answers.

Year 7 Student



I really like the way this teacher has changed the way they have taught over time. The new ways give us more opportunities to learn. I also like that we review things in class.

Year 7 Student



The new way of teaching helps teachers get along with students more and it helps us get busy and not get bored in class.

Year 9 Student

Impact Measurement: Student Outcomes

Understanding the impact of teaching techniques on student learning is essential.

As part of the Masterclass Series, each participant creates a baseline of student academic data at the start of the course, and monitors outcomes near the end of the course.

Given that participants have different year levels and subjects, and some secondary teachers have several classes, we do not track one standard data set, rather teachers determine an approach to collecting and analysing student progress and achievement that reflects their classroom and school context.

The following pages summarise changes in student achievement and progress for selected teachers in 2020 where comparison benchmarks were available.

It is worth noting that 6 out of the 8 Masterclass cohorts that operated in 2020 incurred significant disruptions during the course due to COVID-19. This has seen an increase in the number of teachers who were able to provide anecdotal evidence of student improvement but who didn't have reliable outcome data to substantiate this.

Please note that in the following pages, MC refers to Masterclass with Pre MC referring to baseline data collected prior to teachers/leaders completing the course. During MC refers to progress and achievement data collected during the final two weeks of the course. Comparison class refers to the results of a teacher with a class of similar ability mix that did not complete the Masterclass Series.

“

Teach Well has seen a transformational shift in how we approach teaching and learning within our school. Teach Well's presentation of irrefutable evidence, in conjunction with real, immediately available strategies and resources, means that we are now solely focused upon what works within our classrooms and already we are seeing a huge impact upon student engagement, outcomes and teacher efficacy.

**District High School Principal,
2020 Masterclass Participant**

“

School-level change has already taken place! The increased confidence in teachers participating in the Masterclass is phenomenal.

**Primary Deputy,
2020 Masterclass Participant**

“

Given the difference between what happens in individual classroom is the most compelling issue for school leaders - this program goes a long way to reducing this.

**Secondary Principal,
2020 Masterclass Participant**

Student Outcomes: Primary

Example 1: Year 3/4, Literacy

A Year 3/4 teacher compared the progress her students made during the Masterclass Series to the progress they were expected to make in this time. Across three different literacy assessment tools, the students, on average, made significantly more progress when high-impact instructional strategies were used than what was expected.



I believe that the changes in data reflect my implementation of full participation strategies and holding students accountable for their learning. After reading the literature provided by Teach Well, I became uncompromising in my high expectations for both student achievement and participation and I believe my results reflect this well.

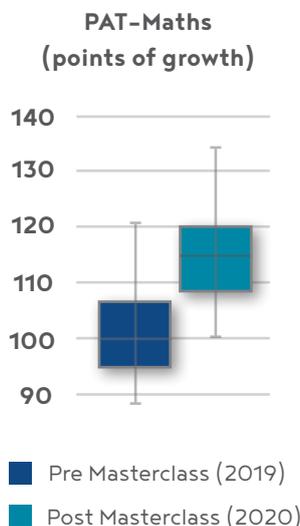
Year 3/4 Teacher

Actual Progress vs Expected Progress on Various Literacy Assessments



Example 2: Year 3, Maths

A teacher compared their 2020 class performance on an end of year PAT-Maths Assessment to their 2019 class performance on the same test. Both classes were of a similar mixed ability and were at the same school. After completing the Masterclass and applying the knowledge gained their class



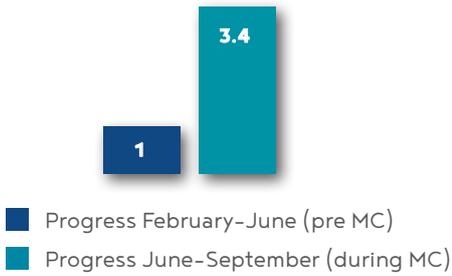
I was already using many of the high-impact instructional strategies that Teach Well covered but this has acted as an accountability measure. Fully understanding the research behind high impact strategies made me more aware of what I'm doing when I teach and why I'm doing it. Becoming more aware made the way I use many teaching strategies more intentional.

Year 3 Teacher

Student Outcomes: Primary

Example 3: Year 5/6, Reading

Months Progress in Reading
Age on Waddington
Reading Assessment



Overall, there has been improved reading growth after implementing Masterclass strategies. I believe this is predominantly due to greater participation by students. More students achieved success using participation tactics and with the addition of more focussed lessons with guided notes and explicit vocabulary teaching the weaker students are responding well.

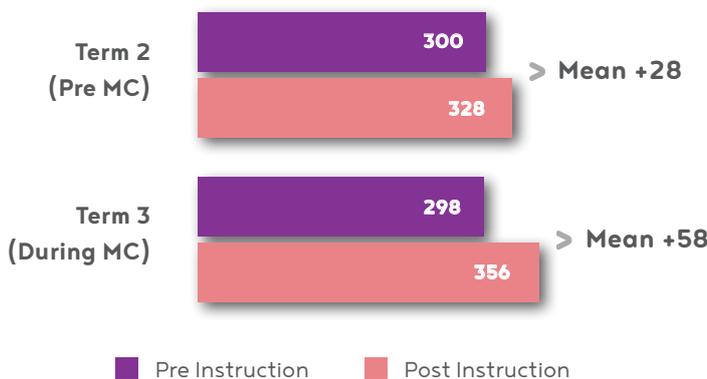
Year 5/6 Teacher

Example 4: Year 3/4, Writing

A Brightpath writing assessment was completed by students before the teacher undertook the Masterclass. After receiving instruction using Masterclass high-impact instructional strategies, students completed another Brightpath writing assessment.

Students made an average of 58 points of progress. In comparison, only 29 points of progress between the same two assessments was achieved by the same class in the previous term.

Brightpath Writing Cold (prior to teaching) and Hot (post teaching) Writing Assessment (mean score)



It is evident that the strategies and tactics learnt during the Masterclass Series, had a significant impact on the scores that my students achieved since implementing them among my teaching. I look forward to implementing some of the high-impact instructional strategies from the Masterclass with other teachers in my school, to see if they have the same success with their students/classes.

Year 3/4 Teacher

Student Outcomes: Secondary

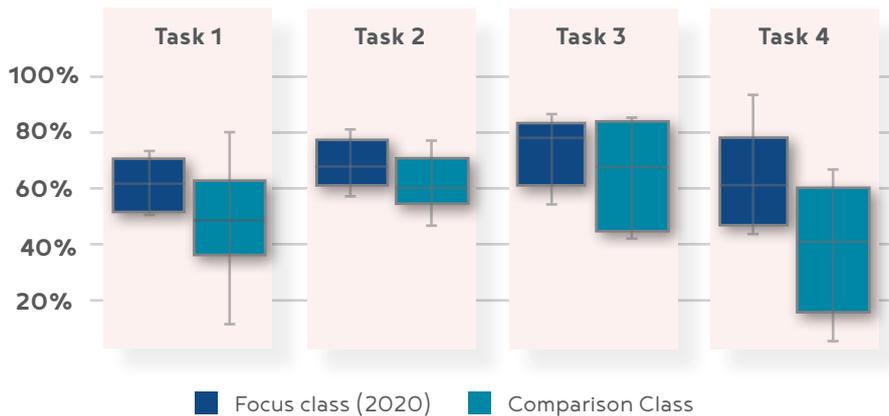
Example 1: Year 11, Physical Education

Students' results across a range of assessments in Year 11 Physical Education Studies in 2020 were compared to a similar class who undertook the subject the year before. Both classes had the same teacher and were taught the same content, the only difference being that in 2020 the teacher was implementing high-impact instructional strategies. The class taught using high-impact instructional strategies outperformed the comparison class.



Engagement and interaction with critical content has been very high with this class. Being able to quickly monitor what has been learnt and what needs to be re-taught was a lot clearer this year. It made a difference that I was monitoring where the students were at in their learning and that students were more aware of what they knew (e.g my 2019 class probably thought they understood more content than they actually did whereas my 2020 class were asked a lot more questions and so were able to self-reflect on their learning more often).

Year 11 Teacher



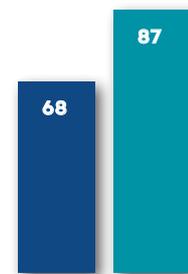
Example 2: Year 10, HASS



The most evident difference in the data is the change in participation rate between Term 1, 2020 and Term 3, 2020. Students were more willing to participate in the assessments after I began implementing high-impact instructional strategies. Anecdotally I do believe that the students have done well this year, taking into consideration the interruption experienced due to Covid19... The rapport and respect that the students have developed with one another cannot be shown in this data. The willingness for students to participate as well as their increased understanding that they are expected to participate in class activities is also not conveyed.

Year 10 Teacher

Assessment Participation Rate



■ Pre Masterclass
■ During Masterclass

Student Outcomes: Secondary

Example 3: Year 10, English

Students completed an assessment in which they responded in short answer form to an unseen text. The results of two Year 10 classes from 2019, when high-impact instructional strategies were not being implemented, were compared to a Year 10 class from 2020, when high-impact instructional strategies were being

implemented. The classes were of a similar mixed ability and the 2020 focus class experienced some disruptions due to COVID-19. Despite this, the class taught using high-impact instructional strategies significantly outperformed the comparison classes.



The conclusions I draw are that the focus class, with the use of high impact instructions (full participation, comprehension demonstration and daily review), were able to achieve a lot more; every student passed, and as a whole class they achieved higher than the previous cohort.

Year 10 Teacher



Example 4: Year 7, Maths

After a Year 7 teacher began implementing high-impact instruction with their focus class, this class made significant progress on a sample NAPLAN test.

Average on NAPLAN Sample Test (%)



I certainly am happy with their progress and I certainly think the implementation of high-impact instructional strategies has helped with this progress. Anecdotally, I am much more aware of what Full Participation now is and all of my classes (not just the focus class) are now much closer to full participation during instructional lessons. The quiet kids now know they are not able to 'hide' and not be called on but I have also managed to keep the high performing students engaged as well.

Year 7 Teacher

About Teach Well

Our Vision

Our vision is an Australia where every child can reach their full potential. We see a world-leading education system, where our young people thrive through excellent teaching, in every classroom, every year of their schooling. We see a society where all Australians value teaching and learning and recognise the importance and complexity of the craft of teaching.

Our Approach

- » To provide teachers and school leaders with life-long learning opportunities that are rich, real-world experiences with follow-on support, enabling high impact practices in every classroom and school.
- » To support teachers and leaders to be more confident and able to improve student learning as a result of these opportunities.
- » To empower deep and broad connections between teachers and school leaders across the system.
- » To provide opportunities for all teachers and leaders to respond to new insights into effective teaching
- » To bridge the gap from theory and evidence to practice at the classroom and school level.

Our Values

- » Students come first. Our work with teachers and leaders must support all students to learn better.
- » How teachers teach matters. We believe this is true both for the way we should work with teachers and leaders and for the students in their classrooms and schools.
- » What teachers teach matters. We believe the content and curriculum of what we teach are just as important as how we teach, both for the learning of the teachers and leaders we work with, and for how they approach the learning of their students.
- » How school leaders lead matters. School leaders have the unique ability to align the work of teachers and staff to the needs of their students. When school leaders lead differently, teachers can work differently too.

Life-long learning is for all. We seek to always learn from the teachers and leaders we work with, and we believe in empowering all teachers and leaders to continue to adapt, learn and grow throughout their entire career.

Get in touch

Please get in touch for more information or any queries.

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