

Masterclass Series

High-Impact Instruction

Impact Report 2021

Teach Well.



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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.

Our Values

Students come first.

Our work with teachers and leaders must support all students to be successful.

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.



.....
“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.”

Dr Ben Jensen

The Challenge

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

In Maths and Science, Australian students in Year 4 and Year 8 now underperform in comparison with students in many countries, including England, USA and Ireland. Only 70% of Australian Year 4 students achieved the National Proficient Standard in Maths compared to 96% of Year 4 students in Singapore and 84% in Ireland (ACER, 2020).

In Reading, Australian students score lower in Year 4 than 13 other countries, including Singapore, Hong Kong, Ireland, Northern Ireland and England (who all tested in English), Finland and Poland (ACER, 2017).

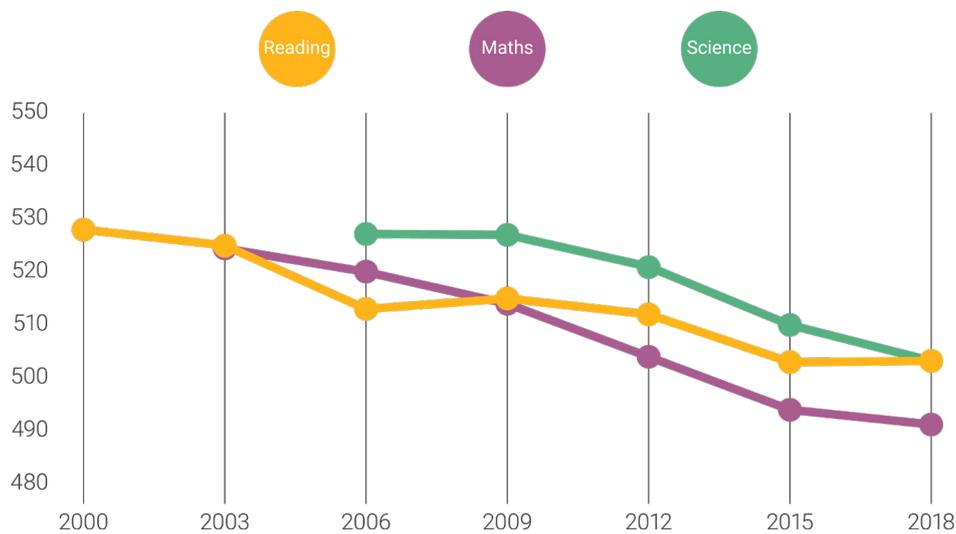
The PISA 2018 results demonstrate declining results for Australian students too, with student performance falling in every assessment domain (Reading, Maths and Science)(ACER, 2019).

Research consistently demonstrates that the quality of teaching has the greatest influence of all in-school factors for student engagement and achievement. In classes with high performing teachers, students can learn 4 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.

Australian Achievement Trends

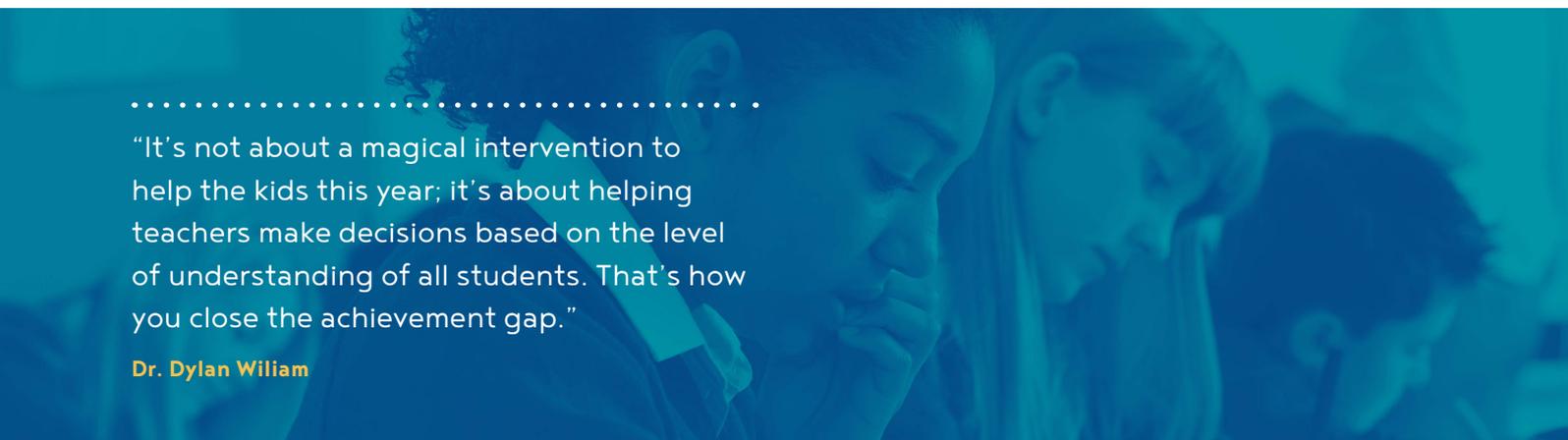
Mean scores in major and subsequent assessment domains (ACER, 2021).



.....

“It’s not about a magical intervention to help the kids this year; it’s about helping teachers make decisions based on the level of understanding of all students. That’s how you close the achievement gap.”

Dr. Dylan William



The Masterclass Series Approach

The Masterclass Series supports teachers to improve their practice through a practical learning experience, with a pathway to mastery for all participants.

By working from a robust evidence base and providing concrete techniques teachers can use immediately, Teach Well's Masterclass Series supports teachers to build a repertoire of high-impact instructional strategies.

Throughout the Masterclass Series, teachers are supported to:

- » Implement and embed evidence-based teaching strategies into their daily practice.
- » Seek rich feedback about every student's learning as they're teaching, so they can make decisions on what to teach next.
- » Improve student participation and engagement such that every student masters concepts and retains learning.

The Masterclass Series Experience

The Masterclass Series engages teachers and school leaders in:

- » 5 days of professional learning that deepens their understanding of research in the areas of: the science of learning (cognitive science), the practices of master teachers, and highly effective individual teaching and learning strategies. Workshops are spaced over 5-7 months to allow participants time to implement and embed practices in their classrooms before being exposed to new content.
- » Practical demonstrations and video exemplars.

- » A learning environment where every participant commits to implementing and practising the high-impact instructional strategies as well as collecting feedback from their own students. Throughout the Masterclass Series, the implementation process is highly structured with significant support provided for participants.
- » Opportunities for collaboration, self-reflection, and feedback, including multiple rounds of video-coaching.

School leaders are given the opportunity to participate in the Masterclass Series to build their own understanding of high-impact instruction and support participant teachers back at school.

Since 2019

1,000

Nearly 1,000
participants

38,000

Over 38,000
students reached

112

112 participating
schools

2021 Highlights

411
participants

13
cohorts

reaching
15,000
students

reaching ~
1,950
Indigenous
students

average
ICSEA
960

47 participants

in the new Early Childhood (K-2) Masterclass Series.

45%

of participants attended Masterclass workshops hosted in **regional** and **remote** locations.

Over 10%

of participants attended Masterclass workshops **online** as part of our **blended delivery model**.

The best professional learning that I have experienced in 34 years of teaching.

Secondary Deputy,
2021 Masterclass Participant

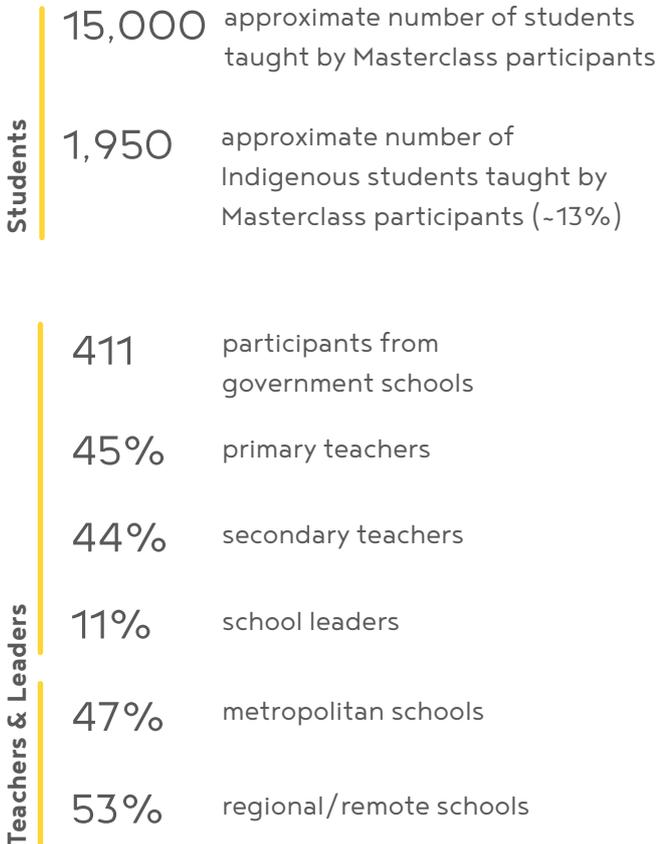
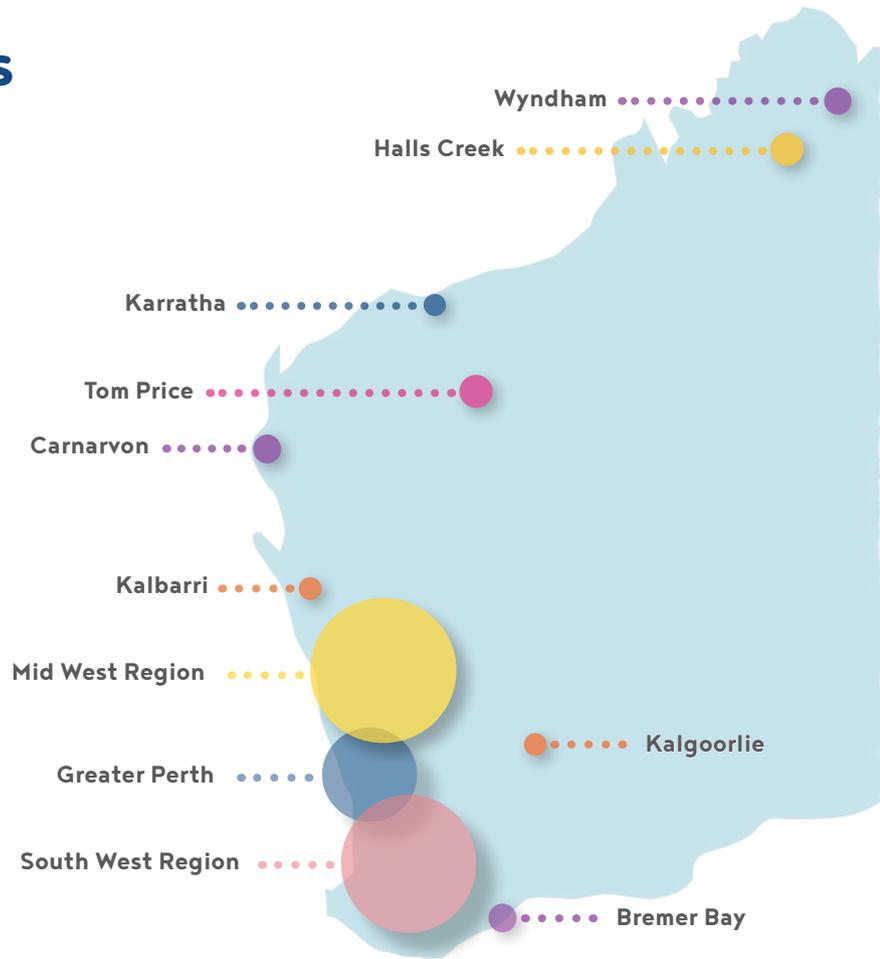
I think this training course has made lessons more engaging and help a lot of students understand the concepts we are learning. I enjoy this kind of teaching and wish more teachers did it.

Year 10 Student

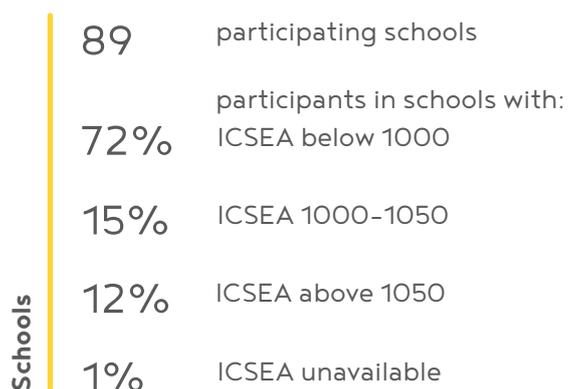
2021 Demographics

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 sparsely populated state, Teach Well offers a range of options for regional and remote schools who wish to participate in the Masterclass Series.

In 2021, the Masterclass was held in several regional hubs including Geraldton, Bunbury, Narrogin and Tom Price. Regional and remote Masterclass participants are also given the option of a blended delivery model in which several of the workshops are undertaken as online modules.



“
The Masterclass is a wonderful course that has made significant improvements to students’ engagement levels and ultimately their results.
 Primary Teacher,
 2021 Masterclass Participant
 ”



Overall Impact Summary for 2021

TEACHERS CHANGED THEIR DAILY TEACHING PRACTICES.

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

82% of students reported their teacher changed their teaching practice.

STUDENT PARTICIPATION IMPROVED.

89% of teachers noted improvements in student participation in their class(es).

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

STUDENT ENGAGEMENT IMPROVED.

87% of teachers noted improvements in student engagement in their class(es).

STUDENT BEHAVIOUR IMPROVED.

64% of teachers noted improvements in student behaviour in their class(es).

64% of students noted peer behaviour had improved in their class(es).

STUDENTS LEARNT MORE ON AVERAGE.

In primary and secondary schools, and across all learning areas:

86% of teachers reported improved student academic progress over the course of the Masterclass of which:

- » **49%** of participants reported improved student progress, against a comparison, and;
- » **37%** of participants reported students made more academic progress than the teacher previously expected, without comparison data available.

STUDENTS POSITIVELY CHANGED THEIR VIEWS ON THEIR ABILITY TO LEARN.

Few interventions have been shown to build stronger student mindsets.

8% less students agreed with the statement, *"There is a limit to how much I can learn,"* after their teacher completed the Masterclass.

7% less students agreed with the statement, *"I can learn new things but can't really change my basic intelligence,"* after their teacher completed the Masterclass.



Overall Impact Summary for 2021

TEACHERS ARE MORE CONFIDENT IN USING HIGH-IMPACT INSTRUCTIONAL STRATEGIES.

91% of teachers, are more confident using the full range of high-impact instructional strategies than before the Masterclass Series.

TEACHERS ARE USING MORE FORMATIVE ASSESSMENT TO MAKE DECISIONS IN THEIR LESSONS.

“

Attention to minute-by-minute and day-to-day formative assessment is likely to have the biggest impact on student outcomes.

Dr. Dylan Wiliam

”

90% of teachers reported they make decisions about what and how to teach next based on feedback from the whole class, not just a few children. Up from 69% pre-course (+21%).

96% of teachers reported they can identify student misconceptions and address those with all students during the lesson. Up from 77% pre-course (+19%).

98% of teachers reported that every student has a chance to show them that they understand what they are learning in class. Up from 85% pre-course (+13%).

TEACHERS' CLARITY OF EXPLANATION, EXAMPLES AND GUIDED PRACTICE IMPROVED.

96% of teachers reported they can explain difficult concepts or skills clearly. Up from 77% pre-course (+19%).

93% of teachers reported they solve lots of problems together with the class before they give students tricky problems to solve by themselves. Up from 74% pre-course (+19%).

TEACHERS ARE MORE CONFIDENT THEIR STUDENTS WILL ACHIEVE SUCCESS WITH GRADE-LEVEL CONTENT.

86% of teachers felt more confident students will achieve grade-level content as a result of them undertaking the Masterclass.

TEACHERS INTEND TO CONTINUE USING HIGH-IMPACT INSTRUCTIONAL STRATEGIES.

99% of teachers intend to use some high-impact instructional strategies after completing the Masterclass.

89% of teachers, intend to use the full range of high-impact instructional strategies after completing the Masterclass.

Teacher Feedback

411 teachers and school leaders from across the Western Australian public school system participated in the Masterclass Series in 2021. 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 coupled with feedback enabled them to develop their daily teaching practice.

- 97%** of teachers reported they ask students to explain their answers - why they think what they think. Up from 81% pre course (+16%).
- 92%** of teachers reported they accept nothing less than the full attention and effort of all students. Up from 80% pre course (+12%).
- 94%** of teachers reported they feel that they are making a significant educational difference in the lives of their students. Up from 87% pre course (+7%).
- 92%** of teachers reported that if they try really hard, they feel they can make progress with even the most difficult and unmotivated students. Up from 86% pre course (+6%).

8.5 /10

Participants, on average, rated the Masterclass Series 8.5 out of 10.

93%

would recommend the Masterclass Series to other teachers or instructional leaders.

94%

of participants like using high-impact instructional strategies.

94%

of participants would recommend high-impact instructional strategies to other teachers.

“

Thank you for the opportunity to be part of the program, even as a teacher with 20+ years experience, I have found that I am still able to learn and adjust how I teach to achieve better outcomes for the students.

Primary Teacher,
2021 Masterclass Participant

”

“

Thank you so much for helping me reignite my passion for teaching... The content has been invaluable in supporting me to include more high-impact strategies in my practice and I am very grateful to have been able to participate in this course.

Secondary Teacher,
2021 Masterclass Participant

”

“

Thank you for the opportunity to participate in such an incredible course. Not only has it added to my teaching repertoire but it has ensured that my students are engaged in their learning and are active participants with content being taught. I can definitely say that this course benefits both teachers and students... I am excited to use high-impact instruction with my current and future students.

Secondary Teacher,
2021 Masterclass Participant

”

Student Feedback

99% of teachers who undertook the Masterclass reported they changed their teaching practice. As the ones who experience these changes, students' feedback on their experience in classrooms is invaluable. The 2021 student surveys indicate that the overwhelming majority of students noticed differences in their teacher's practice, with most wanting their teachers to continue with the changes they made

 **8% less** students agreed with the statement, *"There is a limit to how much I can learn,"* after their teacher completed the Masterclass.

 **8% less** students agreed with the statement, *"People have a certain amount of intelligence and you can't do much to change it,"* after their teacher completed the Masterclass.

 **7% less** students agreed with the statement, *"I can learn new things, but I can't really change my basic intelligence,"* after their teacher completed the Masterclass.

 **6% less** students agreed with the statement, *"People who are smart or successful are born that way,"* after their teacher completed the Masterclass Series.

 **82%** of students reported their teachers changed their teaching practice.*

 **74%** of students noted peer participation had improved in their class(es).

 **64%** of students noted peer behaviour had improved in their class(es).

* Only 9% did not want their teacher to continue with the changes they made.

“

The changes our teacher has made gets more of the students involved in class conversations, especially those who are too afraid to put their hand up for questions.

Year 9 Student

”

“

The way my teacher is teaching now makes learning a lot easier by breaking things down and building it up and we review on things, so we don't forget what we learnt.

Year 4 Student

”

Leader Feedback

School leaders who undertake the Masterclass are uniquely placed to drive instructional change within their schools and to support teachers who are undertaking the Masterclass to get the most from the experience. Feedback from school leaders suggests that high-impact instruction is making a positive difference at their school and that the Masterclass has helped them in their role as instructional leaders.

“

Teach Well Masterclass is a high-quality suite of workshops that builds teacher knowledge in what works and enables teachers to recognise the good practices they already have in place and build their expertise further.

School Principal (Primary),
2021 Masterclass Participant

”

“

The Masterclass high impact instruction has been an extremely valuable and motivating experience. As an internal coach and curriculum leader I now have the confidence and evidence that high-impact instruction along with collective teacher efficacy is powerful and evidence-based in improving student outcomes.

Instructional Coach (Primary),
2021 Masterclass Participant

”

“

Thank you for making this opportunity to access high level professional development possible. The flow on effects it is having to many teachers in our school, by changing their practice and increasing their efficacy, is helping to close the educational gap for hundreds of students.

Instructional Coach (Secondary),
2021 Masterclass Participant

”

97%

97% of leaders would recommend **high-impact instructional strategies** to other school leaders and teachers.

100%

100% of leaders believe teachers implementing the **high-impact instructional strategies** from the Masterclass are making a **positive difference** for students at their school.

100%

100% of leaders believe most teachers could learn to use **high-impact instructional strategies** as a result of the Masterclass Series.

School Case Study

K-6 Primary School, Regional WA

In 2020, a regional primary school sent two teachers and a Deputy Principal to complete the Year 3-10 Masterclass. Throughout the course, the group brought back high-impact instructional strategies to the rest of the school using structured collaborative meetings. These meetings were systematically used to share the learnings from the course, and to task each teacher in the school with trialling the relevant strategy in their own classroom. In 2021, a further 3 teachers

and an instructional coach participated in the Masterclass, allowing the school to build momentum and scale practices across the school.

The leadership team invested heavily in building their own knowledge of high-impact instructional strategies and supported the teachers through regular classroom observations, goal setting and feedback cycles. Since 2020, the primary school has seen a significant improvement from below expected performance to well above expected performance.

Year 5 NAPLAN Performance



“
Teach Well was everything to us. It made all the difference to achieving what we wanted to achieve for our kids.
 Deputy Principal
 ”

“
Our teacher has been teaching us better since they have been going to the course. As they have improved we are all learning more.
 Year 5 Student
 ”

School Case Study

District High School, Regional WA

A Regional District High School has been sending teachers to the Masterclass since 2019. This included sending a secondary English teacher in both 2020 and 2021. Over the period in which high-impact instructional strategies were being implemented, Year 7-9 NAPLAN student progress in Reading, Writing and Grammar and Punctuation transitioned from being Lower Progress/Lower Achievement (2017-2019) to Higher Progress/Lower Achievement (2019-2021) when compared with all WA Public Schools.

“
The Teach Well Masterclass professional development is making a REAL change to student learning and the teaching practice at our school. Thank you!
 School Principal

Results from the classroom

“I have observed improvements in every student...The high-impact strategies have ensured all students are participating in the learning and showing me that they understand. This has allowed low ability and behaviourally challenging students to achieve more success than they were previously, thus gaining more confidence... Using the high-impact instructional strategies has made a big difference to my student’s engagement and my teaching.”

Secondary English Teacher,
 2021 Masterclass Participant

Year 7-9 NAPLAN Student Progress & Achievement Compared with WA Public Schools Progress



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, participants 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.

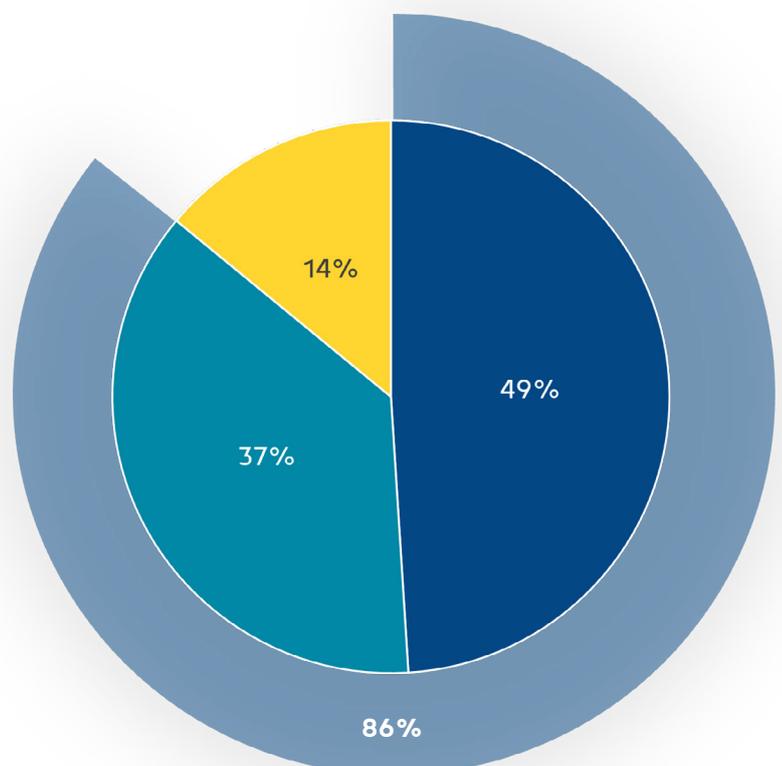
The following pages summarise changes in student achievement and progress for selected teachers from 2021 where comparison benchmarks were available.

Please note, 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 weeks of the course.

Impact Tracking Summary

- Teacher reported improved student progress, with academic data measured against a comparison.
- Teacher reported students made more academic progress than the teacher had previously expected, without comparison data available.
- Academic data was unavailable, inconclusive or did not show consistent progress across the class. *

** While undertaking the Masterclass, teachers often face challenges that impact their ability to collect valid data. Examples include: the teacher changing classes, the teacher having extended periods of leave, a practicum student teaching the class for an extended period, and high levels of student transiency or absenteeism.*



86% of teachers reported improved student academic progress.

Samples of Student Outcomes Data

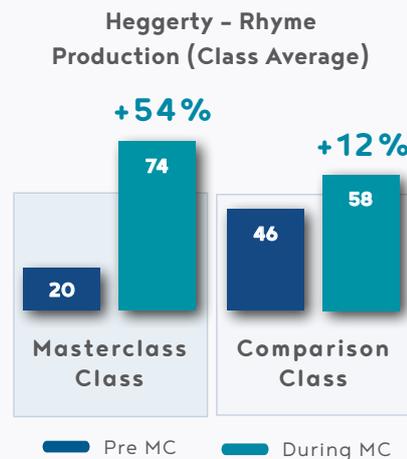
Pre-Primary, Literacy

A Masterclass pre-primary teacher compared students' improvement on the Heggerty phonemic awareness test (which measures rhyme recognition and rhyme production) with a non-Masterclass teacher's class. After completing the Masterclass and implementing the high-impact instructional strategies, the Masterclass teacher's students achieved a 10% greater increase in the rhyme recognition assessment and made a 54% growth in the rhyme production test versus 12% in the comparison class.

"My class now has a consistent routine where the expectations are known and all children understand that they play a part in the responsibility of their own learning. The participation tactics have been a game changer for those non-English

speaking children and I have learnt and implemented many other strategies from the Masterclass that have greatly improved class participation."

Pre-Primary Teacher, 2021 Masterclass Participant



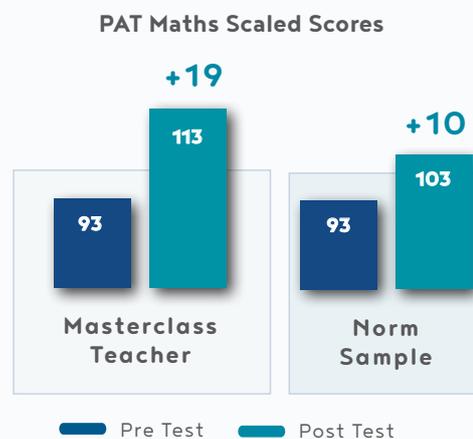
Year 1, Maths

A teacher tracked students' progress on the PAT Year 1 Maths Assessment from the beginning of 2021 to the end of 2021. In this time, the teacher undertook the Masterclass and begun implementing more high-impact instructional strategies with the class. The class made an average of 19 points of progress on their scaled scores over the course of the year. This is more than double the average scaled score progress made by the PAT Norm Sample between Year 1 and Year 2 (+10).

"Since being part of the Teach Well Masterclass I have greatly improved the quality of my instruction. By using Daily Reviews, Fortnightly Reviews, Non-Volunteers and explicit lesson

structuring, I have seen a noticeable difference in student participation and progress."

Year 1 Teacher, 2021 Masterclass Participant



Samples of Student Outcomes Data

Year 1, Spelling

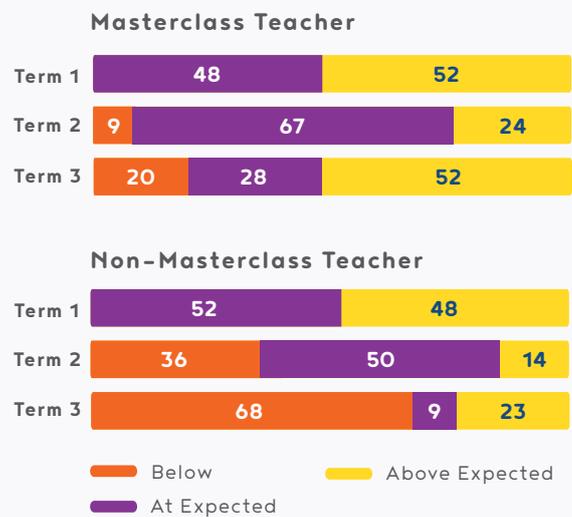
Students in the class with the teacher implementing high-impact instructional strategies significantly outperformed students in a comparison class at the same school with a teacher who was not implementing high-impact instructional strategies. Both classes started with similar spelling results in Term 1 and by Term 3, the Masterclass teacher only had 20% of students below the expected spelling level compared to 68% of students in the comparison class.

“I believe I saw a significant increase in performance once I introduced full participation tactics and Daily Review in my class. It shows that the daily practice of spelling/phonic concepts has assisted with the transfer to long term memory. It is clear to me that Daily Review is essential for student achievement. At the beginning, I was concerned with the amount of time Daily Reviews were taking and that I was cutting into my teaching time, however, the benefits on student learning by far

outweigh the cost of cutting into lessons. I have seen huge improvement in the achievement of my students in all areas of Literacy since the beginning of the Teach Well Masterclass.”

Year 1 Teacher, 2021 Masterclass Participant

% Students Below, At & Above At Expected Spelling Level

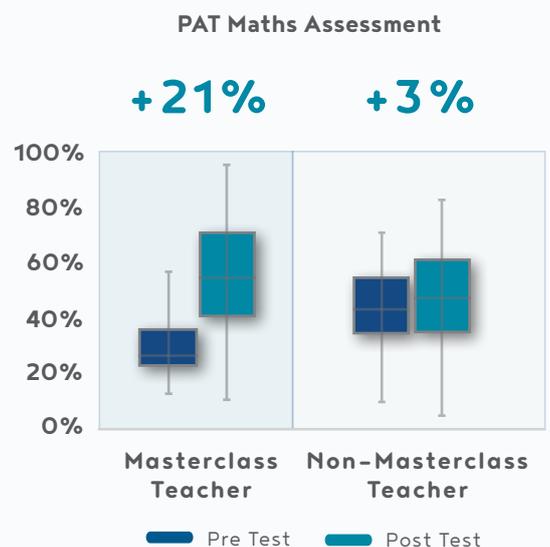


Year 6, Maths

Two Year 6 classes sat the PAT Maths Assessment then re-took the same test approximately 5 months later. One of the Year 6 teachers participated in the Masterclass during this time and implemented high-impact instruction in their Year 6 classroom. During this period, the Year 6 students increased their performance by an average of 21%, while the comparison class improved by an average of just 3%.

“It is obvious from the data that the Masterclass has led to greater improvement using the high-impact strategies delivered throughout the course.”

Year 6 Teacher, 2021 Masterclass Participant



Samples of Student Outcomes Data

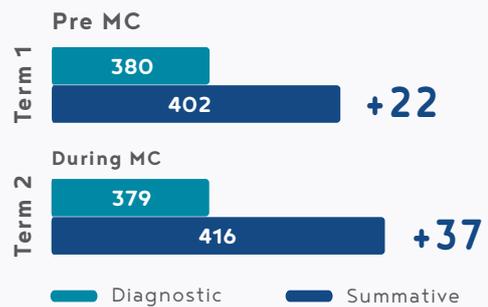
Year 6, Writing

A series of Brightpath writing assessments were completed by students in Term 1 before the teacher undertook the Masterclass. After using the Masterclass high-impact instructional strategies in class, students completed another series of Brightpath writing assessments in Term 2. On average, students made 37 points of progress when high-impact instruction was implemented, compared to only 22 points in the term prior.

“Accountability and more frequent checks for understanding enabled me to have a clearer understanding of where all my students were at throughout the term. I was able to provide more meaningful feedback and engage my students with appropriate goals.”

Year 6 Teacher, 2021 Masterclass Participant

Brightpath Writing Diagnostic (prior to teaching) and Summative (post teaching)



Year 8, English

Results for two classes of similar ability level were compared across a range of assessments in Year 8 English in 2021. In the focus class, the teacher began implementing high impact instructional strategies after Task 1. At this point, the focus class results significantly improved as compared to the comparison class.

“I think the use of high-impact strategies has increased accountability which has contributed to the improvement in grades. I have noticed more class members engaging in classroom activities. I use think-pair-share combined with the pop sticks a lot so the weaker students, who might not participate, are participating regularly. I also think that many of the hinge-point questions I designed about narratives helped them in the test and in writing a creative response.”

Year 8 English Teacher, 2021 Masterclass Participant

English Assessment Tasks (% score)



Samples of Student Outcomes Data

Year 9, Science

A teacher compared the results of their two Year 9 Science classes in Semester 1, 2020 (before they undertook the Masterclass) to their Year 9 Science in Semester 1, 2021 (when they undertook the Masterclass). Despite all being of a similar mixed ability, the class that was taught with the high-impact instructional strategies from the Masterclass (2021) outperformed the comparison classes (2020).

“The use of daily review and full participation tactics have increased the

mid-range of my class from a C average to a B average in 2021. Through daily reviews, this cohort has had a reduced cognitive load on their working memory. I noticed that some students were experiencing success for the first time. In turn, this made them more confident, and they were more willing to participate in classroom activities such as daily reviews and whiteboard revision.”

Secondary Science teacher, 2021 Masterclass Participant

Science Assessment Tasks (% Score)



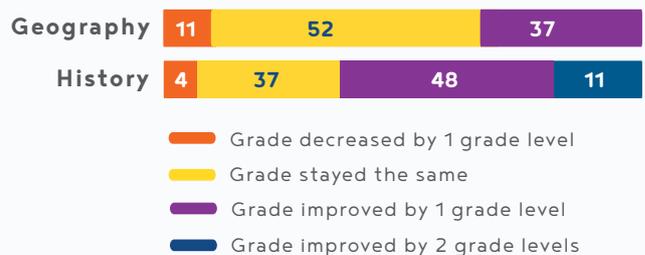
Year 9, HASS

Once a HASS teacher began using high-impact instructional strategies in class, students’ grades significantly improved from Semester 2, 2020 to Semester 1, 2021. Of particular interest was 10% of students’ grades in History improved by 2 grade levels.

“Student engagement has noticeably improved in class and we can get through more higher-order questions that I had been struggling to get to in my lessons. Student engagement and checking for understanding has allowed me to more easily identify when students are not understanding.”

Year 9 HASS Teacher, 2021 Masterclass Participant

Changes in Students’ HASS Grades from Semester 2, 2020 (Pre MC) to Semester 1, 2021 (Post MC)



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Vision Statement

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.

Get in touch

Please get in touch for more information or any queries.

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