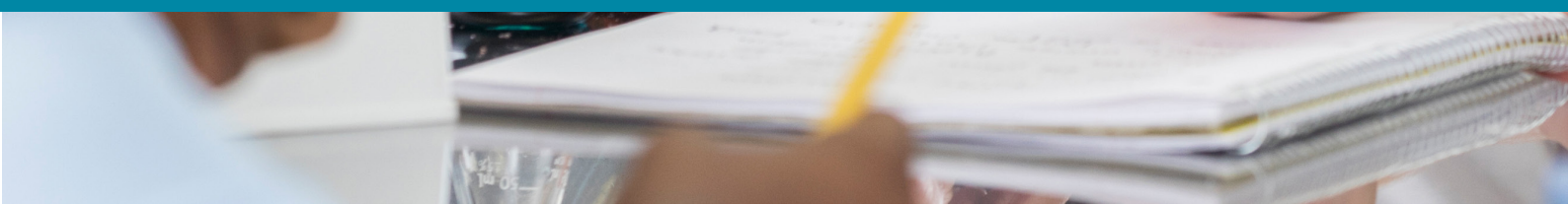




Impact Report 2022

Masterclass Series in High-Impact Instruction
Instructional Lead Fellowship



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We acknowledge and pay respect to the traditional custodians past, present and future of the Whadjuk people, who long before us lived, loved and raised their children on the lands on which we work. We also acknowledge the traditional custodians of lands across Australia and their continuing connection to land, water and community.



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.



.....
“Teach Well’s Masterclass Series aligns with the Department’s school improvement priorities and supports the development of whole-school pedagogical practices through evidence-based, contemporary whole-school approaches. The practical experience it provides participants strengthens daily classroom practice and impacts on student achievement.”

Lisa Rodgers, Director General, Western Australian Department of Education

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 Japan, Singapore and Korea. Only 70% of Australian Year 4 students achieved the National Proficient Standard in Mathematics - 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).

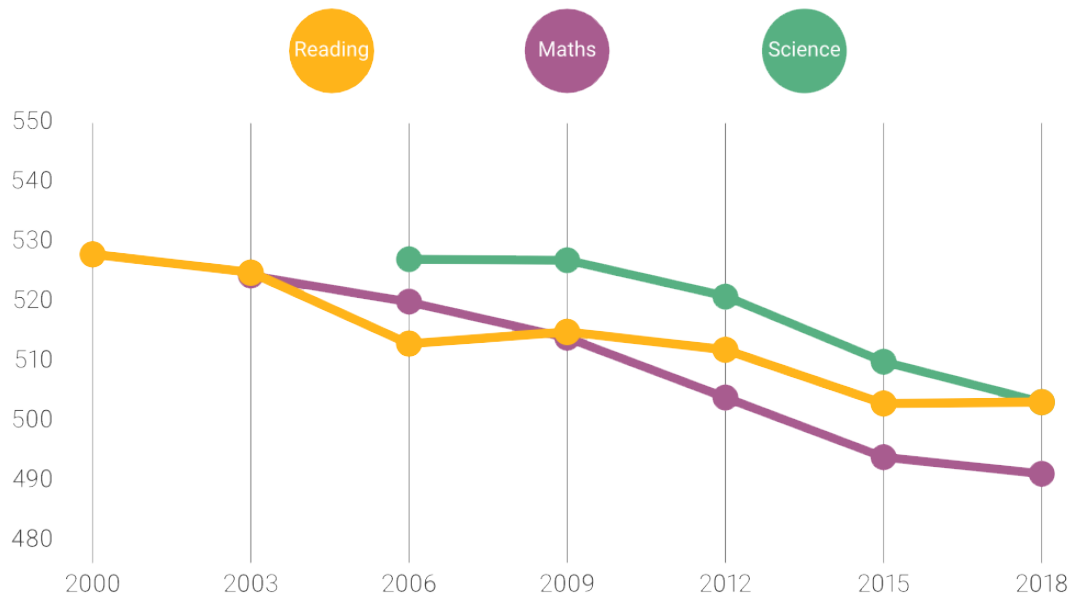
The PISA 2018 results demonstrate declining results for Australian students too, with student performance falling in every assessment domain (Reading, Maths and Science)(ACER, 2019).

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 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.

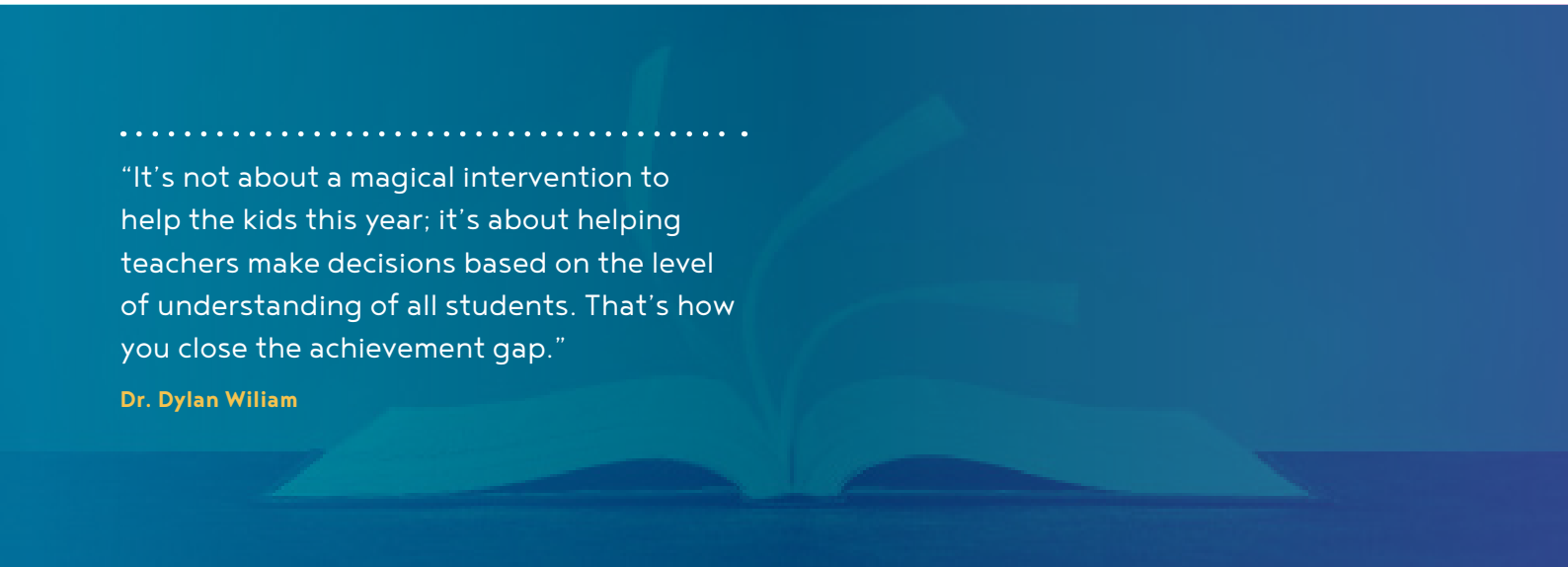
Australian Achievement Trends

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

Working from a robust research and evidence base and providing concrete techniques teachers can use immediately, the Masterclass Series supports teachers to build more high-impact instruction into their own classrooms through:

- » A learning environment where every participant commits to implementing and practising the instructional strategies during the course;
- » 5 spaced 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 trialing;
- » Opportunities for meaningful self-reflection and multiple rounds of video coaching that enable participants to complete the course feeling confident with the practices in their own classroom;
- » Access to a video bank (200+ videos) and lesson library (180+ curriculum resources) for participants to use in their classrooms, including supporting other colleagues at school;
- » Tools for tracking the impact of the changes they make, including comparing student progress and achievement data and collecting student voice.



This is the best Professional Learning in the country. It is life changing and career defining. Thank you for the support you are giving to teachers, and in turn, the impact you are having on the lives of young Australians.

Principal,
2022 Masterclass Participant



The HITP in Action Series

Since 2021 Teach Well has been an integral part of Catholic Education Canberra-Goulburn’s Catalyst project, which has seen the system work collectively towards the goals of every student being a competent reader and having high impact teaching practice visible in every classroom.

As a part of the Catalyst project, Teach Well has now worked with more than 300 teachers and leaders from across the system, in both ACT and NSW schools. The HITP in Action course is a customised version of the Masterclass

Series, that focuses on translating educational research into classroom action. As with the Masterclass, during HITP in Action teachers are given guidance on how to implement high-impact teaching practices in their classrooms with opportunities for demonstration, practice, self-reflection and coaching.

Catalyst

Please note: for the purposes of this impact report, the HITP in Action Series participant and student data has been combined with Masterclass Series participant and student data under the umbrella of the ‘Masterclass Series’ unless otherwise noted.

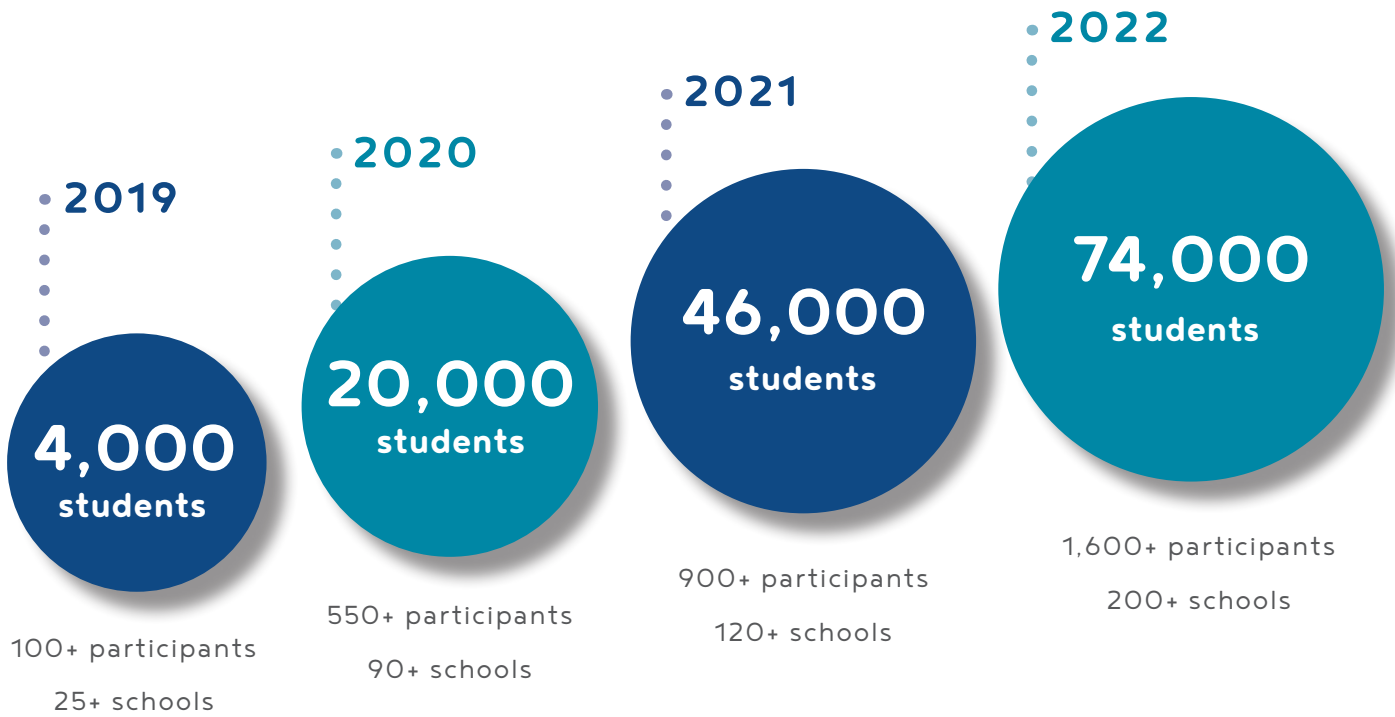


“The greatest resource in Australian schools is our teachers... They have the greatest impact on student learning, far outweighing the impact of any other education program or policy.”

Dr. Ben Jensen

Program Impact over 4 Years

Students Reached



Since 2019



99%

of teachers reported changing their teaching practice.



97%

of participants would recommend the Masterclass to teachers who want to change student outcomes.

“

I have been teaching for 37 years and have found Teach Well to be one of the best professional learning courses I have ever attended. I have shared my learnings with other colleagues who are equally impressed with the resources and understandings we have come away with. Thank you for affording me the opportunity to refine my teaching practice further. I look forward to using high impact instruction from the beginning of the year in 2023.

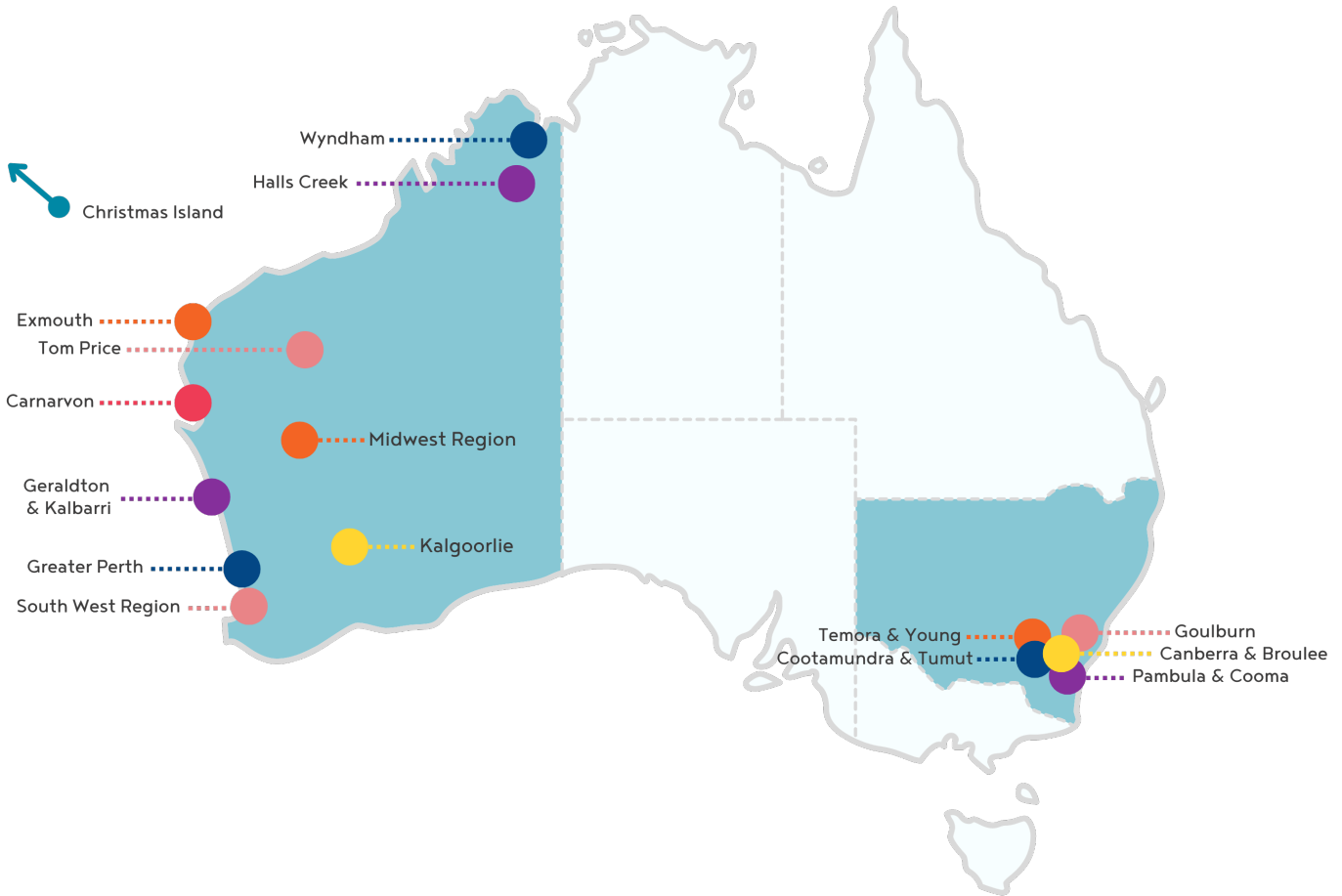
Early Childhood Teacher,
2022 Masterclass Participant

”

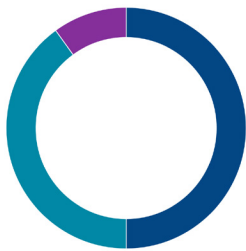
Demographics 2022

Teach Well is committed to providing professional learning opportunities for all Australian teachers and school leaders, including a range of options for regional and remote schools.

In 2022, the Masterclass was delivered from WA hubs in Perth, Geraldton and the Midwest, Tom Price/Pilbara and South Metro; and a NSW and ACT hub in Canberra. Many schools accessed the program through a blended online and in-person option.

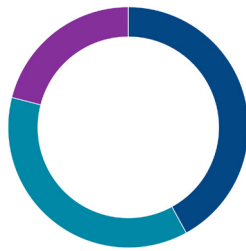


509 participants



50% primary teachers
40% secondary teachers
10% school leaders

116 schools



42% metropolitan schools
37% regional/remote schools
21% interstate schools

Average ICSEA of 970



59% below 1000
24% 1000-1050
17% above 1050

Impact Highlights 2022

1

TEACHERS CHANGED THEIR DAILY TEACHING PRACTICES

100% of teachers reported they changed their practice during the Masterclass.

81% of students reported their teachers changed their teaching practice.

100% of leaders reported noticeable changes in the practice of teachers undertaking the Masterclass.

2

STUDENT PARTICIPATION IMPROVED

91% of teachers noted improvements in student participation in their class(es).

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



“

Thank you for this opportunity to be a part of the Masterclass. I have learnt so much and the students in my class have flourished. I will continue to use the knowledge, understandings and practices I have gained from this course to scaffold and assist student learning.

Early Childhood Teacher,
2022 Masterclass Participant

”

3

STUDENT ENGAGEMENT IMPROVED

90% of teachers noted improvements in student engagement in their class(es).

4

STUDENT BEHAVIOUR IMPROVED

71% of teachers noted improvements in student behaviour in their class(es).

63% of students noted peer behaviour had improved in their class(es).

82% of teachers reported that students in their class are busy learning and they don't waste/lose time. Up from 60% pre-course (+22%).

67% of teachers reported that they don't lose a lot of time because of students in their class interrupting the lesson. Up from 49% pre-course (+18%).

5

TEACHERS ARE MORE CONFIDENT TO EXPECT MORE FROM THEIR STUDENTS

93% of teachers reported that they accept nothing less than the full attention and effort from all students. Up from 75% pre-course (+18%).

6

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

84% of teachers felt more confident students will achieve grade-level content as a result of them undertaking the Masterclass.

7

STUDENTS LEARNT MORE ON AVERAGE

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

81% of teachers reported improved student academic progress over the course of the Masterclass:

- » **45%** of participants reported improved student progress, against a comparison, and;
- » **36%** of participants reported students made academic progress which the teacher reflected was more than they expected.



8

STUDENTS POSITIVELY CHANGED THEIR VIEWS ON THEIR ABILITY TO LEARN

Few interventions have been shown to build stronger student mindsets.

After their teacher completed the Masterclass;

15% reduction in the number of students who agreed with the statement:

“People have a certain amount of intelligence and you can’t do much to change it.”

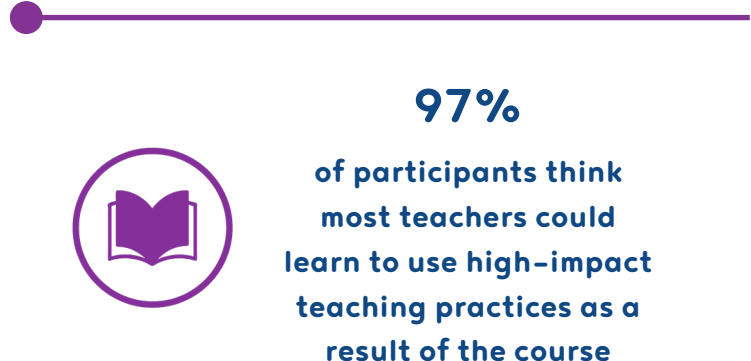
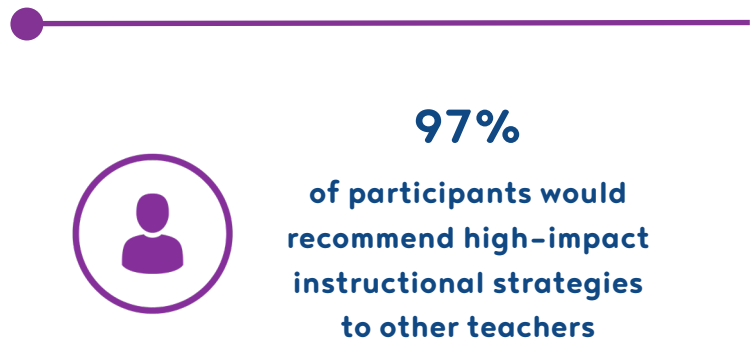
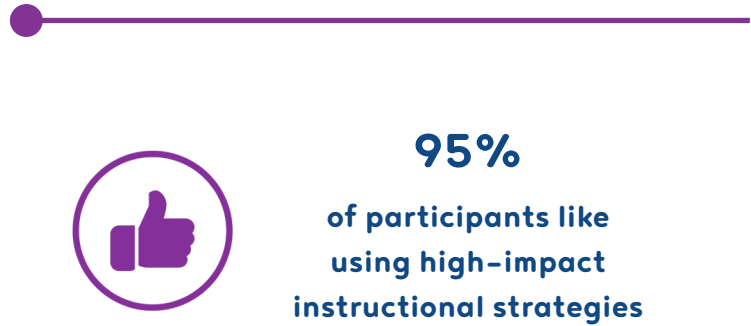
14% reduction in the number of students who agreed with the statement:

“There is a limit to how much I can learn.”

Teachers highly value the Masterclass Series

509 teachers and school leaders from across the Australian school system participated in the Masterclass Series in 2022. 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.



“
I have found my experience with Teach Well to be extremely valuable. I can see my teaching practices improving just from implementing key ideas from Teach Well.
Primary Teacher,
2022 Masterclass Participant

“
This is a brilliant initiative, powerful and extremely beneficial for our students. I have really enjoyed the challenge and opportunity to be better.
Secondary Teacher,
2022 Masterclass Participant

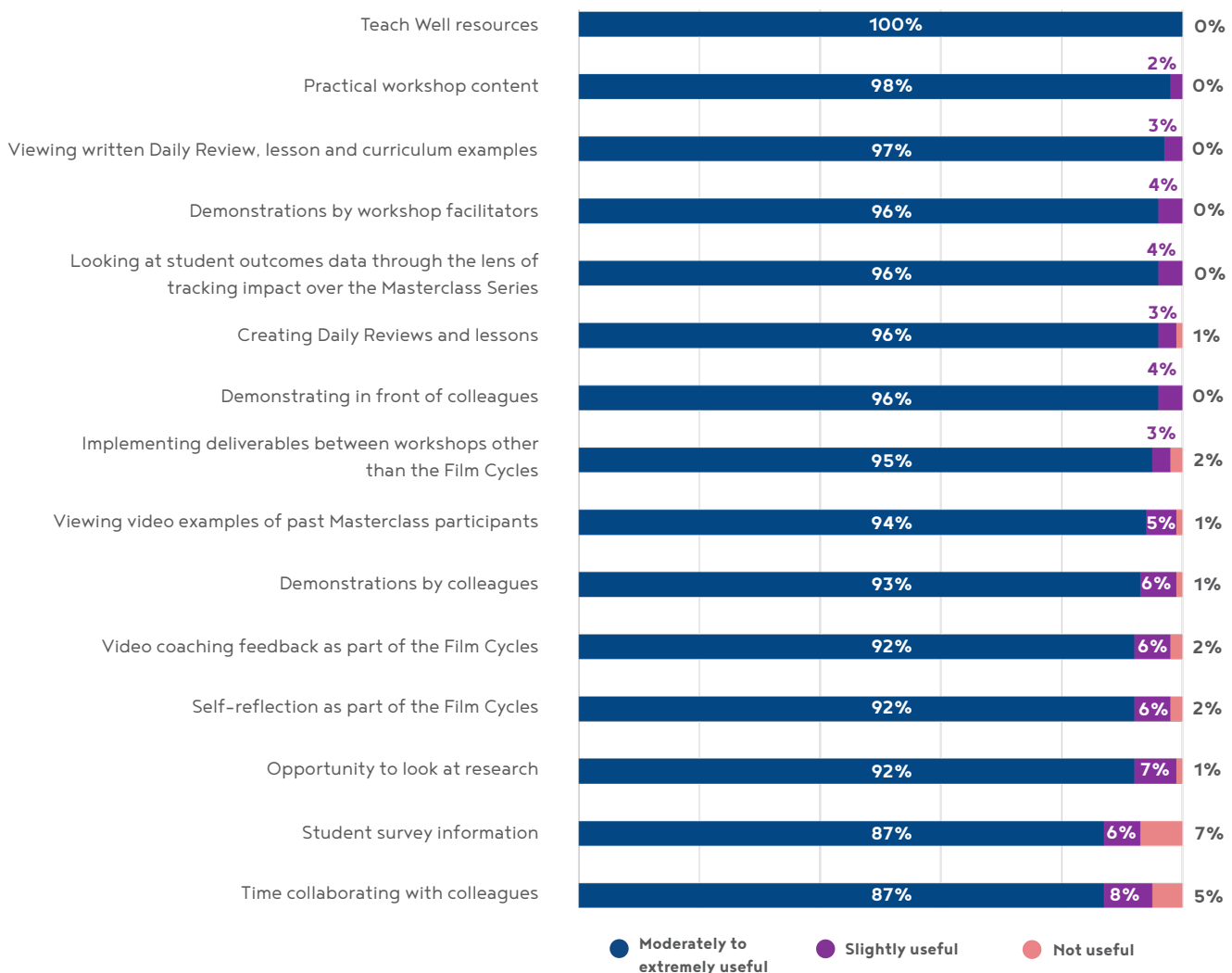
Using a wide range of mechanisms in PD is more likely to increase student achievement

The latest guidance from the Education Endowment Foundation states, “to improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms” (Education Endowment Foundation, 2021).

Mechanisms are the core building blocks of professional development (PD). They are observable, can be replicated, and cannot be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour. Examples of mechanisms include revisiting prior learning, goal setting, receiving feedback, monitoring and action planning. The more mechanisms professional development includes and effectively implements, the larger its likely impact on pupil attainment (Education Endowment Foundation, 2021).

The Teach Well Masterclass brings together many mechanisms to drive change with the ultimate goal of improving student outcomes. With four years of Masterclass participant and student data, we know the refinements teachers make to their practice while they undertake the Masterclass translate into improvements in student achievement (see page 20). Teachers consistently report the mechanisms of the program are useful in supporting them to implement high-impact instructional strategies in their classroom(s).

Teach Well Masterclass Mechanisms Rated for Usefulness (2022)



*n = 431 WA Masterclass participants in 2022

Participating in the Masterclass improves teacher self-efficacy and collective efficacy

Teachers are the greatest resource in schools with their impact on student learning far outweighing other in school factors (Jensen, 2010). Resolving Australia’s current teaching workforce shortages and retention issues is critical to ensuring the success of schools and the outcomes of students (Australian Government Department of Education, 2022).

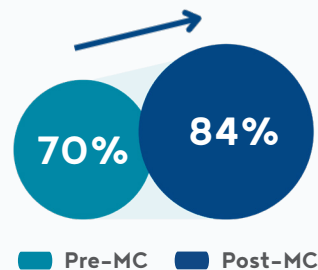
High-quality professional development can play a role in helping retain teachers in the profession. The World Bank (2019) considers, “providing continuous support and motivation, in the form of high-quality in-service training and strong school leadership,” to be a key principle when considering teacher retention.

In Australia, there is a strong association between teachers’ job satisfaction and having participated in impactful professional learning. Continuous professional learning improves not only teachers’ skills but also their belief in what they can achieve (self-efficacy) and satisfaction in their work. When teachers feel capable, worthy and satisfied in their work, they are also motivated to remain in the profession (AITSL, 2020).

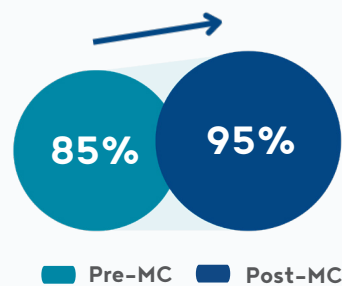
Many teachers who have undertaken the Masterclass have reported improved motivation and belief in what they can achieve with their students.

Teachers reported improvements in self-efficacy and satisfaction after completing the Masterclass

14% more teachers felt confident their students will achieve success with grade-level content after completing the Masterclass.



10% more teachers felt they were making a significant educational difference in the lives of their students after completing the Masterclass.



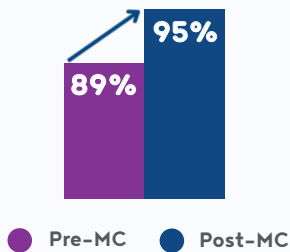
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“Only one third [of Australian teachers] felt they were achieving their teaching goals [in 2022].”

Dr Paulina Billett

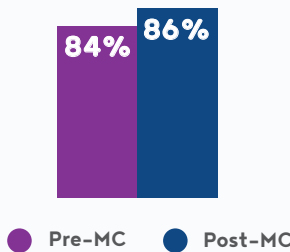
During the pandemic, teachers in Australia reported experiencing low levels of positive feelings such as joy, positivity and contentment in their work (Billett et al., 2022).

2022 presented unique challenges for teachers in Australia with some of the most difficult conditions seen in decades (high rates of illness and absenteeism for teachers and students, lack of planning time due to internal relief etc). Even under these circumstances where many teachers quit the profession, teachers participating in the Masterclass felt more positive about their role.

Masterclass teachers defied this trend



6% more teachers felt they could make progress with even the most difficult and unmotivated students after completing the Masterclass.



2% more teachers felt positive about their choice to become a teacher after completing the Masterclass.

“
 Thank you. Thank you. Thank you. You may have prolonged my teaching career for another ten years. Prior to this program I intended to leave teaching within two years (after sixteen years teaching). I felt ineffective as a teacher. Now I feel like I can influence my students’ learning, and be a vastly more effective teacher.
 Secondary Teacher,
 2022 Masterclass Participant
 ”

“
 As a teacher in the later stages of her career, this course has reinvigorated me and shaken up my practice in a purely positive way. I can put my faith in everything I have learned because it is all evidence-based. I really appreciate what this will give to my current and future students. I absolutely loved the course, and the presenters were incredible. Thank you so much!
 Early Childhood Teacher,
 2022 Masterclass Participant
 ”

Teachers adopt and use a wider range of high-impact instructional strategies

Teachers are more confident in using high-impact instructional strategies.

96% of teachers, on average, 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 William

93% 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 73% pre-course (+20%).

95% of teachers reported they can identify student misconceptions and address those with all students during the lesson. Up from 79% pre-course (+16%).

Teachers' clarity of explanation, examples and guided practice improved.

95% of teachers reported they solve lots of problems together with the class before they give students tricky problems to solve by themselves. Up from 78% pre-course (+17%).

95% of teachers reported they can explain difficult concepts or skills clearly. Up from 77% pre-course (+18%).

Teachers feel more confident to reteach when required.

98% of teachers reported reteaching something if their class does not understand it. Up from 91% pre-course (+7%).

Teachers are utilising more spaced retrieval practice.

99% of teachers reported they often review things with their students, so they don't forget them. Up from 86% pre-course (+13%).

96% of teachers reported they give students lots of opportunities to practice things. Up from 84% pre-course (+12%).

Teachers are providing more targeted vocabulary instruction.

91% of teachers reported they support students to learn and understand new and difficult words. Up from 73% pre-course (+18%).

Teachers intend to continue using high-impact instructional strategies.

100% of teachers intend to use some high-impact instructional strategies after completing the Masterclass Series.

Students notice changes in their teachers' practice

100% of teachers who undertook the Masterclass in 2022, reported they changed their teaching practice. As the ones who experience these changes, students' feedback on their experience in classrooms is invaluable. The 2022 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.



81% of students reported their teachers changed their teaching practice.*



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



63% of students noted peer behaviour had improved in their class(es).

Students positively changed their views on their ability to learn. Few interventions have been shown to build stronger student mindsets. After their teacher completed the Masterclass there was a:

↓ **15% reduction** in the number of students who agreed with the statement, "People have a certain amount of intelligence and you can't do much to change it."

↓ **13% reduction** in the number of students who agreed with the statement, "People who are smart or successful are born that way."

↓ **14% reduction** in the number of students who agreed with the statement, "There is a limit to how much I can learn."

↓ **8% reduction** in the number of students who agreed with the statement, "I can learn new things, but I can't really change my basic intelligence."

“
I have enjoyed the more hands on activities while learning new concepts as they allow me to understand the concepts better.

Year 10 Student 2022

“
I would like other teachers to complete the course, because it makes the students more involved and sharing their answers. It makes a big change in the classroom.

Year 6 Student 2022

Leaders see the difference for students in their schools

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.

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 would recommend the **Masterclass** to other school leaders and teacher **committed to improving the academic outcomes** of their students.

100%

100% of leaders would recommend **high-impact instructional strategies** to other school leaders and teachers.

100%

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

“

I cannot recommend the Teach Well Masterclass more highly. It has been a perfect blend of evidence base and technique. It has had a considerable positive impact on the skills of the participants.

Deputy Principal,
2022 Masterclass Participant

”

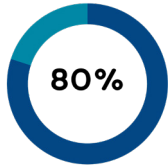
“

This Professional Learning has been invaluable and has changed the teaching occurring in our classrooms, which has had a positive effect on student engagement and learning.

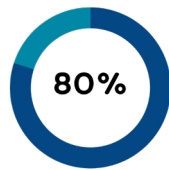
Deputy Principal,
2022 Masterclass Participant

”

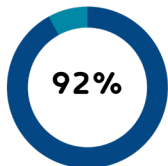
High-Impact Instruction fits within whole-school approaches



80% of leaders who participated in the Masterclass agree that the workload involved to continue using Daily Review is reasonable. 20% neither agree nor disagree.



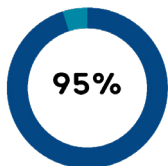
80% of leaders who participated in the Masterclass agree that the workload involved to continue using high-impact lesson structures for teaching new concepts/skills is reasonable. 20% neither agree nor disagree.



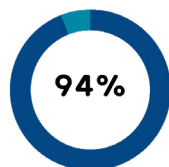
92% of participants agree that high-impact instruction fits in with the whole-school approaches and resources that their school uses. 7% neither agree nor disagree.



100% of leaders who participated in the Masterclass intend to support teachers in their school continue to use high-impact instructional strategies.



95% of participants agree that high-impact is appropriate for low-achieving students in their class. 4% neither agree nor disagree.



94% of participants agree that high-impact is appropriate for high-achieving students in their class. 5% neither agree nor disagree.

“

What I valued most was sharing the journey with the teachers from my school who participated in the course. Particularly being able to view their lessons as they implemented the various strategies discussed. I would encourage other school leaders to complete this course with their staff.

Deputy Principal,
2022 Masterclass Participant

”

“

I have thoroughly enjoyed participating in this course. I feel empowered to lead and coach our teachers to ensure this remains a focus in our school and feel confident to demonstrate and model when required.

Deputy Principal,
2022 Masterclass Participant

”

Achieving results at a regional level

Midwest Region Case Study, WA

Improving results in 47 public schools for over 7,500 students, including some of the state’s most vulnerable children, is a formidable task. Over the past 3 years the Midwest education region has achieved just this.

As a part of their improvement journey, Teach Well partnered with the Midwest education region to give all schools access to the Masterclass and Instructional Leadership Series.

Initially, efforts supported 17 of the 20 schools in the the largest network with 5,500+ students, before being expanded across the region. During the past 4 years, over 275 teachers and leaders from across the Midwest region have worked with Teach Well, focusing on translating educational research into classroom practice. This has seen high-impact instructional strategies implemented and embedded across schools, resulting in improvements in student participation, engagement, behaviour and academic achievement. For more details, see Case Study 1 of [Effective School Networks](#) (Dept of Education, WA).

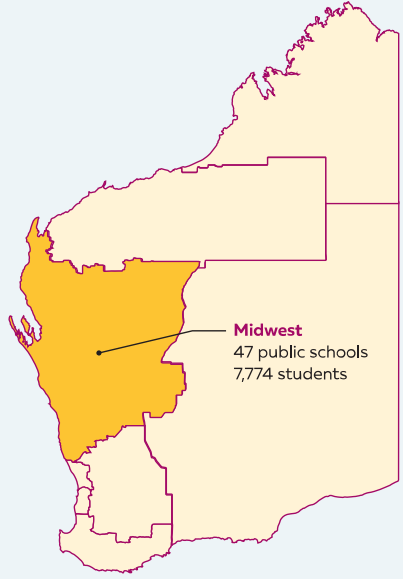
Recent data suggests the Midwest has achieved some of the most impressive progress of any region in WA.

Midwest Public School Students 2022 NAPLAN Performance compared to the average of the past 3 years*

	Year 3	Year 5
Writing		
Reading		
Numeracy		

- More than 5 percentage point increase
- More than 2 percentage point increase
- Change within 1 percentage point

*The past 3 years of available data: 2018, 2019, 2021



275+ teachers and leaders from **38** schools within the Midwest region have participated in workshops with Teach Well.

Workshops were delivered locally in Geraldton and Cue as well as via a blended delivery model to reduce the costs associated with travel and relief.

“ Thank you for giving an experienced teacher the opportunity to develop greater teaching skills and to see such amazing growth in the learning and engagement of my students. Midwest Early Childhood Teacher ”

“

All leaders in our region are aware of the research and the evidence around high-impact instruction, which is amazing! They recognise the need to provide ongoing professional learning and coaching for our teachers so we can support them in being the best teacher they can be and in turn, improve outcomes for our students. Our region has support for school leaders and their lead coaches to work towards developing common understandings of instruction and fidelity of practice with their schools and across their Network. We are seeing an improvement in our results regardless of student postcode which is just fantastic.

Executive Network Principal

”

Achieving results at the whole-school level

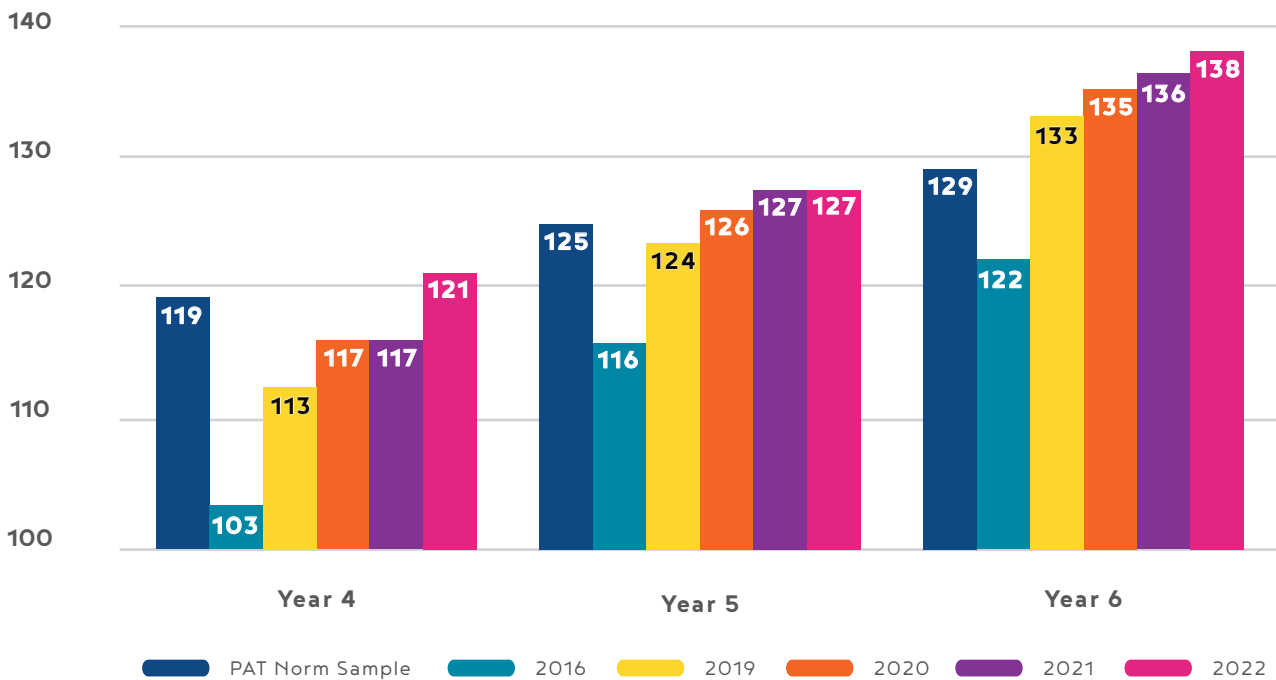
Primary School Case Study, WA

A small government school, that serves a lower socio-economic community, began their school improvement journey in 2017 developing an agreed whole school instructional model using consistent high-impact teaching strategies.

The Masterclass Series was seen by school leadership as a mechanism for upskilling teachers in high impact instructional strategies. Between 2019-2022 the school systemically enabled all staff to participate in the Masterclass. Teachers were well supported to implement the strategies from the Masterclass with whole-school curriculum resources, a teaching and learning handbook, a mechanism for reflecting on student data and internal instructional coaching.

In 2016, before the school embarked on their improvement journey, PAT Reading scores were on average significantly below the Australian Norm Sample mean. Five years later, students are performing on average well above the Australian Norm Sample. Year 6 students in 2022 achieved a scaled score average more that 10 points above the Norm Sample mean (this is equivalent to the Norm Sample mean at Year 9).

PAT Reading Results (Mean Scaled Score)



“

The Masterclass provided our leadership team the support and resources we needed to take our teachers to the next level on our journey towards becoming a high-performing school. It enabled us to embed high-impact instructional practices into every classroom in a consistent and systematic way and allowed our teachers to take ownership of their own professional development.

Associate Principal

”

“

The investment in up-skilling staff was crucial to making long-term change. Once teachers understand the research, they're much less willing to give it away.

Principal

”

Impact Measurement: Student Outcomes

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

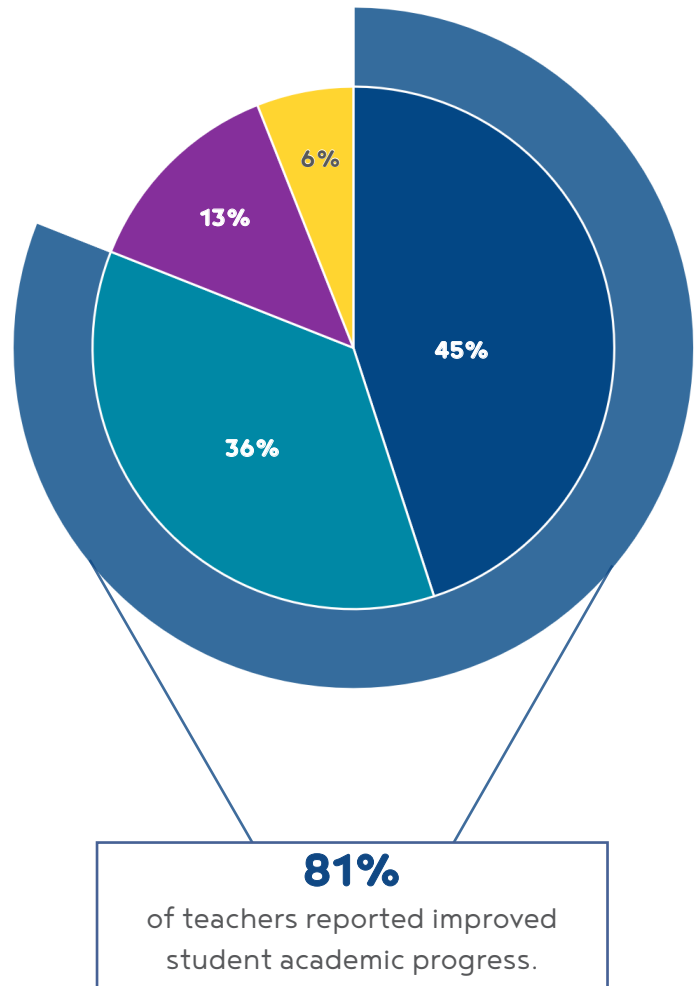
As part of the Masterclass Series, each participant creates a baseline of student academic data at the start of the course, and monitors outcomes near the end of the course. Teachers determine an approach to collecting and analysing student progress and achievement data that reflects their classroom and school context.

The following pages summarise changes in student achievement and progress for selected teachers from 2022 where comparison benchmarks were available.

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.
- Teacher reported students made expected progress.
- 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 student outcomes data that reflects accurately on their teaching. Examples include: the teacher changes classes, the teacher has extended periods of leave, a practicum student teaches the class for an extended period, and high levels of student transiency or absenteeism.*



Samples of Student Outcomes Data

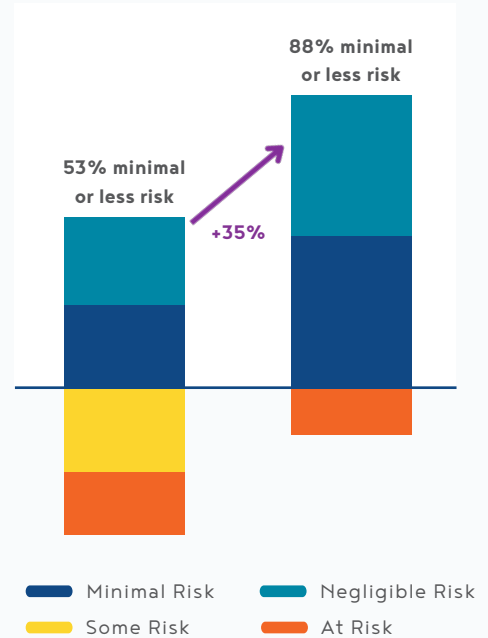
Year 1, Literacy

Year 1 students' letter sound recognition on the DIBELS assessment improved significantly after their teacher refined their practice, implementing more of the high-impact instructional strategies from the Masterclass. The number of students considered to be at minimal or less risk increased by 35% over this time.

"I feel that the level of interest, engagement and participation has improved since using the suite of participation tactics. A couple of students who always exhibited poor behaviour during instruction time have begun to participate more readily in these sessions, with more progress noted."

Year 1 Teacher, 2022 Masterclass Participant

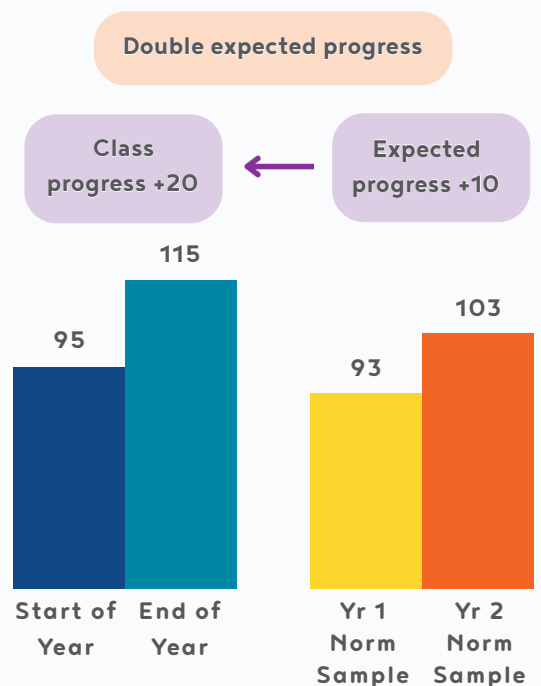
Students (%) level of risk based on correct letter sound recognition



Year 2, Mathematics

A teacher compared their class growth on the PAT Maths assessment from the start of the year and the end of the year (during which time they participated in the Masterclass) to the growth between the PAT Maths Year 1 and Year 1 Norm Sample. At the start of the year, the Year 2 class had an averaged scaled score that was only slightly above the average from the Norm Sample for the end of Year 1. By the end of the year the average scaled score had increased, with more than double the expected growth when using the PAT Maths Norm Sample as a reference.

PAT Maths Scaled Score

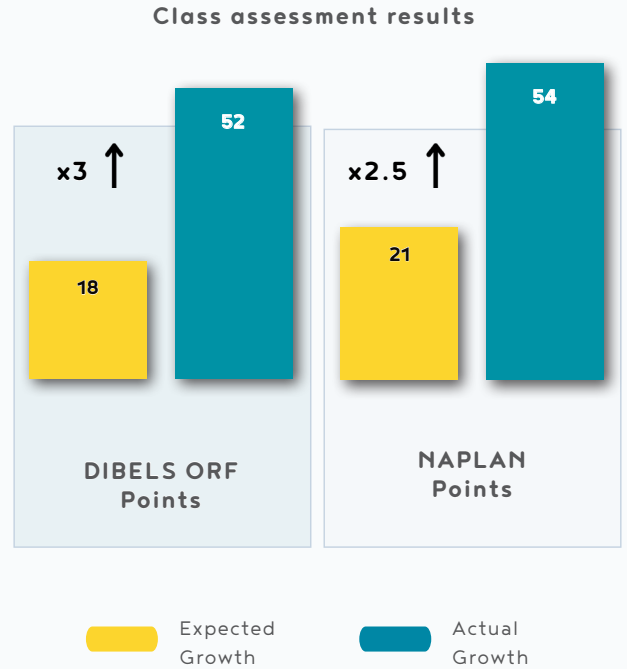


Samples of Student Outcomes Data

Year 4, Reading

A Year 4 class completed DIBELS Oral Reading Fluency (ORF) and NAPLAN practice tests at the start of the course and then again at the end. 85% of students made above expected progress in ORF with the class averaging a 52-point increase, which is 34 points above the expected progress.

This increase in student achievement was also paralleled in the NAPLAN practice results as 81% of students increased their results above the expected progress of 21 points (determined by the national average). At the end of the Masterclass Series, students' NAPLAN practice results had increased by 54 points on average.

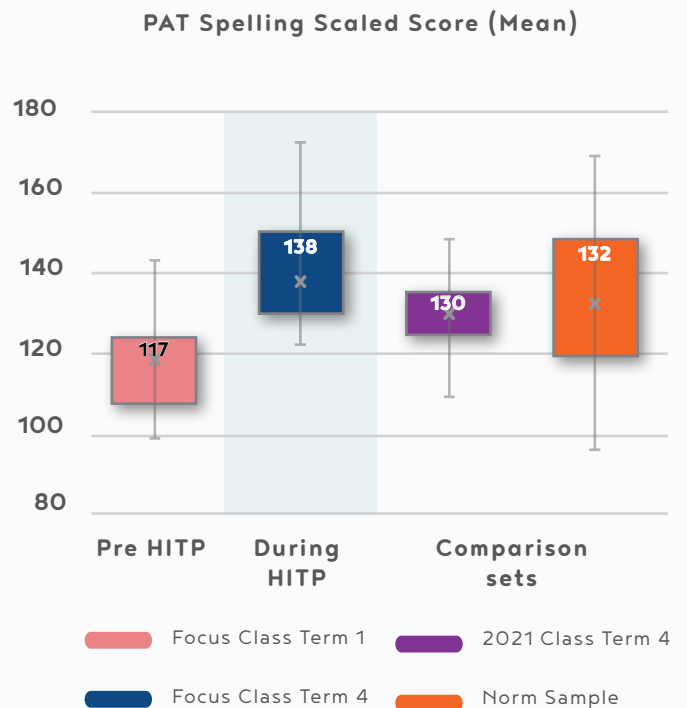


Year 6, Spelling

A teacher compared their class performance on the PAT Spelling assessment in Term 1 (before they undertook the HITP in Action Series) to their class performance in Term 4, during which they participated in the HITP in Action Series. They reflected that the class made more growth than they expected during this time. They also compared the class performance in Term 4 to the class they taught in 2021 and the PAT Norm Sample for Year 6, noting that the 2022 class that was taught with the high-impact instructional strategies outperformed both comparison sets.

“The HITP instructional strategies resulted in highly engaged students which directly impacted outcomes and positive growth in all students.”

Year 6 Teacher, 2022 HITP in Action Participant



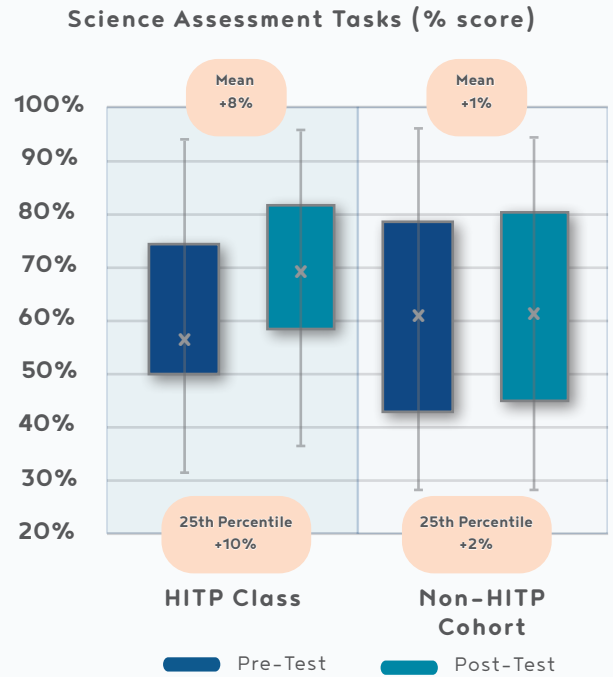
Samples of Student Outcomes Data

Year 7, Science

A Science teacher undertaking the HITP in Action Series compared their Year 7 focus class results on standard science assessments to the other four classes in the year group. All Year 7 classes were of mixed ability. In the focus class, the teacher began implementing high-impact instructional strategies after the Pre-Test. The mean of the focus class improved by 8% from the Pre-Test to the Final Quiz which was significant compared to rest of the cohort with their mean only increasing by 1%.

“I think it is clear that the Daily, Weekly, Fortnightly, Monthly Review does, through repetition, translate to changes in long-term memory and automaticity of foundational ideas. This in time would free up cognitive space to allow for deeper analysis and application of ideas.”

Year 7 Science Teacher, 2022 HITP in Action Participant

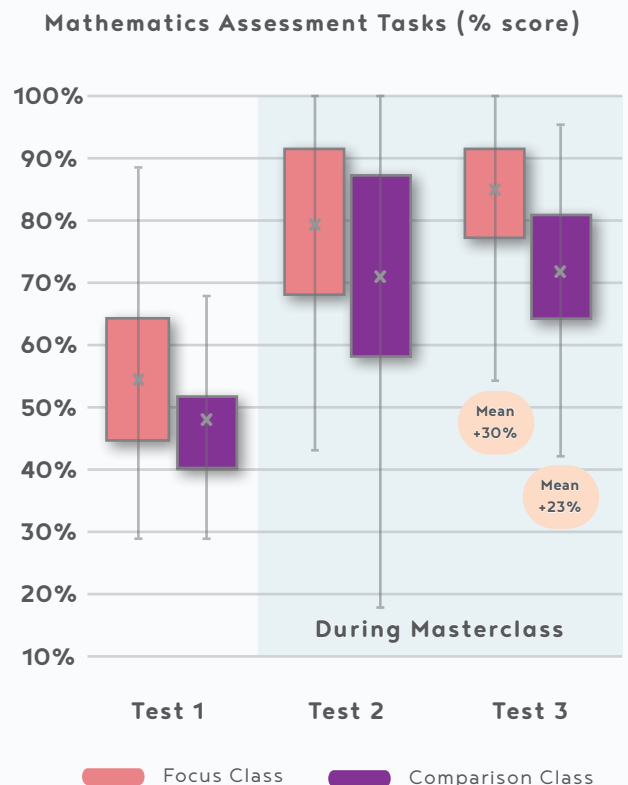


Year 8, Mathematics

A teacher compared the results of their 2022 Year 8 Mathematics focus class to the Year 8 Mathematics class they taught in 2021 with classes being of a similar ability level. In the focus class, the teacher began implementing high impact instructional strategies after Test 1. At this point, the focus class results progressed significantly compared to the comparison class.

“The performances of my class improved across the board. I was already using some of the strategies I learnt in the Masterclass, however not in a structured kind of way and not every lesson. Since using Daily Review more often, flexibly using the reteach, retrieve, apply sequence and using different participation tactics, I’ve noticed more engagement and participation from the students.”

Year 8 Maths Teacher, 2022 Masterclass Participant



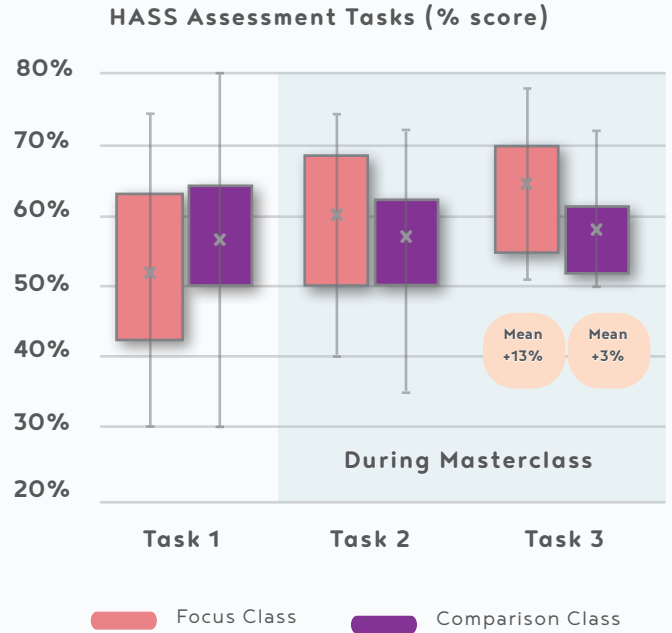
Samples of Student Outcomes Data

Year 10, HASS

Results for two classes of similar ability level were compared across a range of assessments in Year 10 HASS English in 2022. 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 believe the use of Teach Well strategies had a positive effect on student outcomes within my classes as I was actively using Teach Well Strategies with more frequency for both the second and third assessment tasks...Several historically low performing students passed the later assessment scoring within the 50-55% range. The difference between the top score and lowest score in my class also decreased.”

Year 10 HASS Teacher, 2022 Masterclass Participant

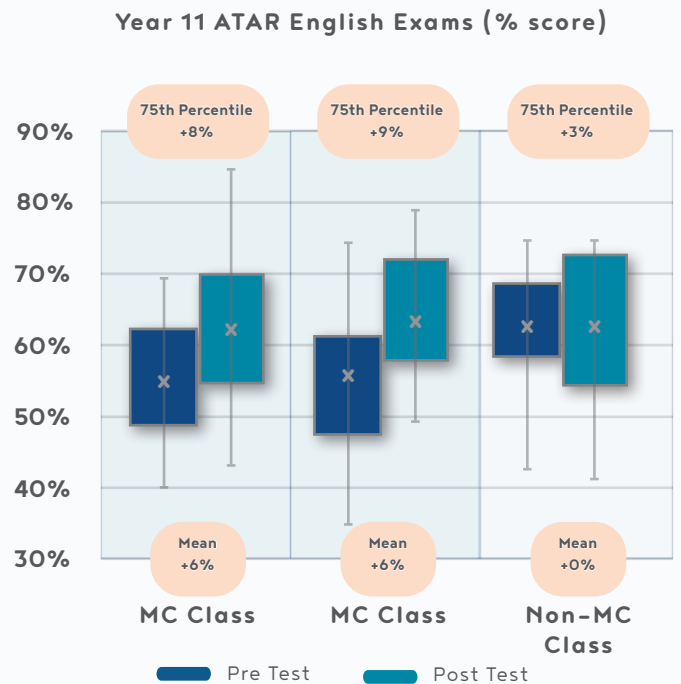


Year 11, ATAR English

Two out of three Year 11 ATAR English classes were taught by teachers who undertook the Masterclass in 2022. The classes with teachers who began implementing the high-impact instructional strategies from the Masterclass saw significant improvement in their results between the Semester 1 and Semester 2 exams. In contrast the class with the teacher who did not attend the Masterclass during this time did not see any improvement in their results.

“The Masterclass Series has had a huge impact on my lesson design, it has become much more organised, detailed and centred around student participation. The students’ participation and confidence in talking about course concepts has significantly increased. They were much more engaged and the results are reflected in the data with positive increases across the board. For some students, the results have been extremely significant.”

Year 11 English Teacher, 2022 Masterclass Participant

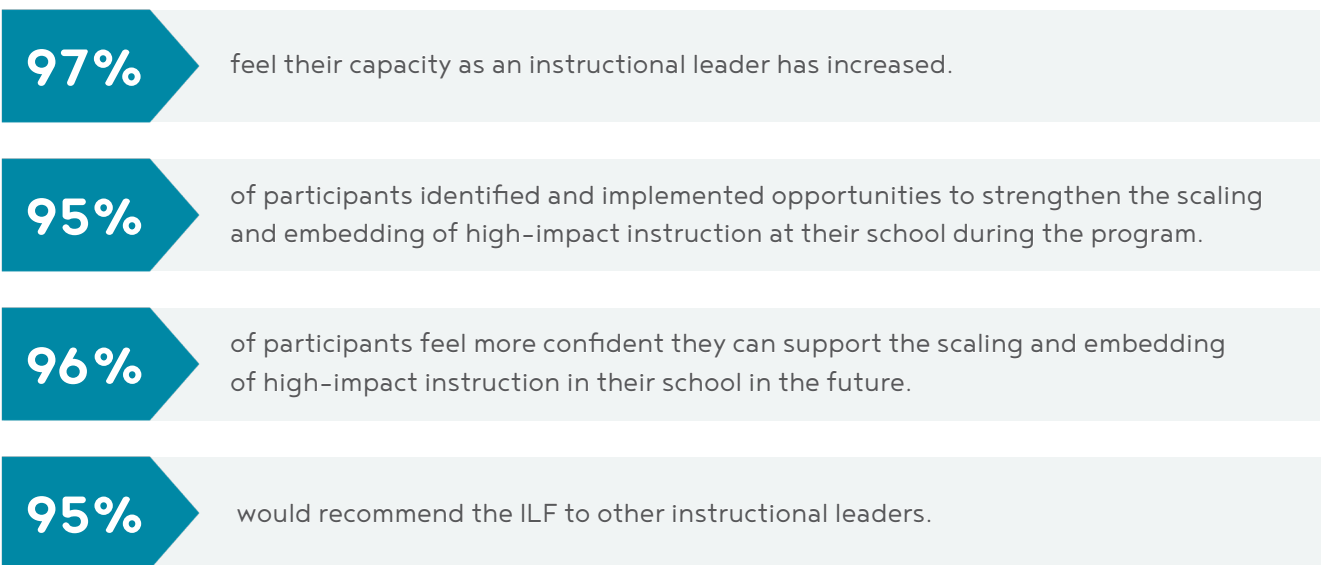


Instructional Lead Fellowship

In 2022, Teach Well launched the Instructional Lead Fellowship (ILF) and Instructional Leadership Series to support alumni (both teachers and senior school leaders) as they lead effective instruction in their schools. The first 120+ participants represented 46 schools across Western Australia, including Perth metro, regional and remote, low and high SES, Government and Private, primary, secondary and district high schools, with workshops run in Perth and in Geraldton.

Participants reviewed research on the required mechanisms to implement effective professional development and 12 elements recommended to embed and sustain high-impact instruction. Participants used the ILF Curriculum Survey to learn more about the experiences of their staff in delivering low-variance instruction and curriculum. Fellows implemented ideas during the program and designed an action plan with emphasis on three areas: leading and scaling instructional change, building instructional coaching capacity and creating low-variance curriculum.

As a result of the Instructional Leadership Fellowship:



“
The exposure to high quality research and how these findings can support student achievement was so valuable. It gave us the basis to build current coaches’ skills and confidence in the role at our school. Having time to do this uninterrupted is invaluable.
 Principal,
 2022 ILF Participant
 ”

“
The opportunity to plan for 2023 and the chance to talk to presenters about our school context was so valuable. In particular, looking at the mechanisms of effective Professional Development, roadblocks of instructional coaching, strategies to overcome these roadblocks and how to improve our Daily Review.
 Instructional Leader,
 2022 ILF Participant
 ”

“
I felt that spending time planning a coaching conversation carefully, then reflecting on how the conversation went was very useful. I videoed the conversation and learnt so much.
 Instructional Coach,
 2022 ILF Participant
 ”

Aboriginal and Torres Strait Islander Scholars

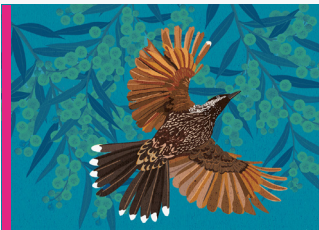
In 2022, Teach Well launched its first Aboriginal and Torres Strait Islander Teacher and Leader Scholarships, with the intent of recognising excellent Aboriginal and Torres Strait Islander educators, and accelerating their access to the Masterclass Series program. The 2022 Scholars were selected from across the state, from Meekatharra to Bruce Rock and Bunbury, highlighting the talent of regional and remote Aboriginal educators in WA.



Asharie Bradshaw is a K-10 teacher and trained Teacher of the Deaf who has also held several leadership roles. Her current role is as Program Coordinator for the Follow the Dream program in the south-west of WA.

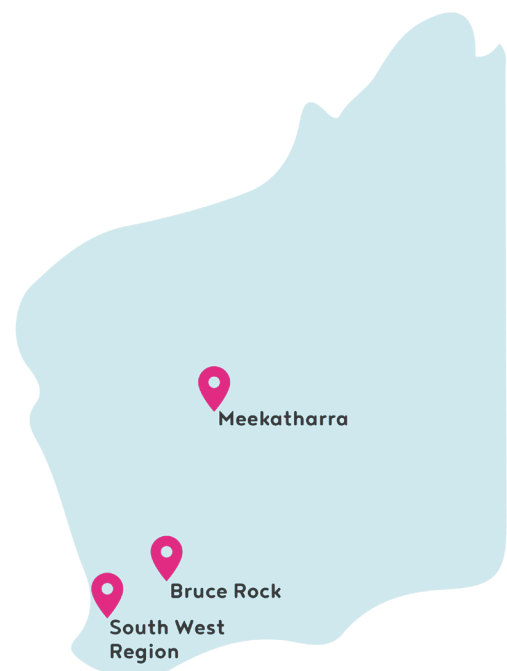


Jackie Carton is a classroom teacher, lead of the Wadjjarri language program and leader in the development of a culturally responsive school environment at Meekatharra District High School.



Rebecca Nelson has extensive teaching and leadership experience in Early Childhood education as well as multi-year-level secondary classrooms. Her current role is as a secondary Design & Technologies teacher and Early Childhood literacy specialist at two schools in the Bruce Rock area.

These educators have each brought a wealth of knowledge, experience and wisdom to share with their Masterclass peers and have demonstrated an unwavering commitment to implementing evidence-based practices. It has been our privilege to work with Asharie, Jackie and Rebecca in 2022 and we look forward to working with them, and further scholarship recipients, in 2023 and beyond.



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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.

