



Impact Report 2023

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 2022 results demonstrate declining results for Australian students too, with student performance falling significantly in Reading and Mathematics (ACER, 2023).

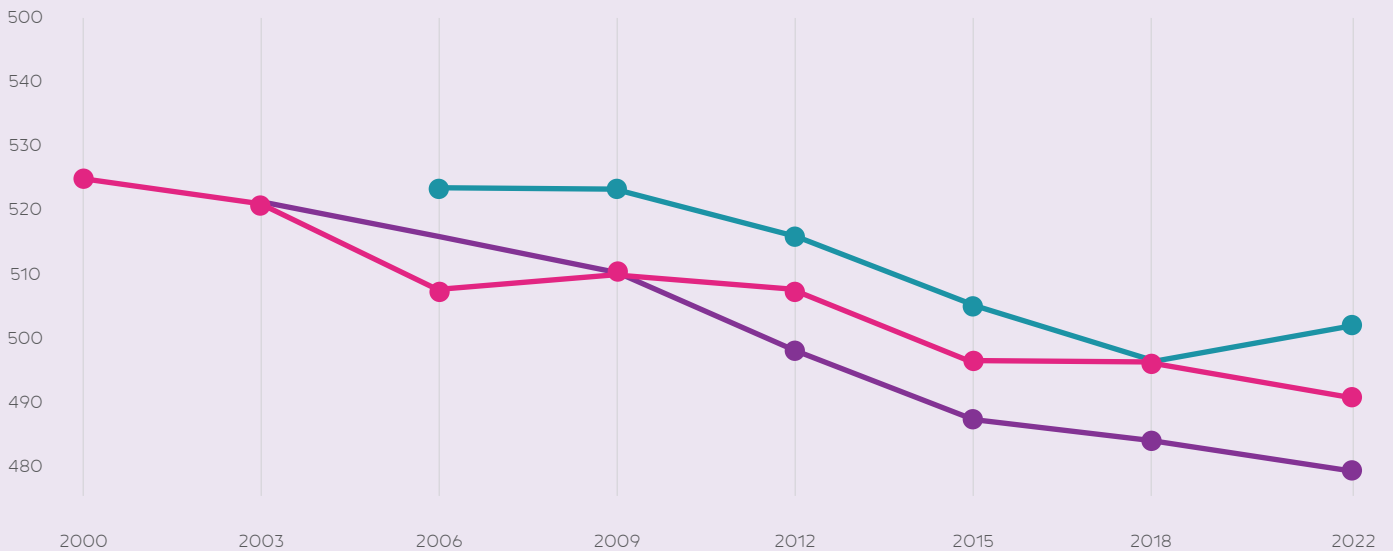
Research consistently demonstrates that the quality of teaching has the greatest influence of all in-school factors for student engagement and achievement. In classes with high performing teachers, students can learn four times as much in a year as children with low performing teachers (Hanushek, 2014).

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.

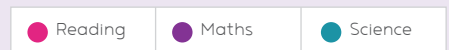
Australian Achievement Trends

Mean scores in major and subsequent assessment domains (ACER, 2023).

Programme for International Student Assessment 2022 Report



Australian Council for Educational Research (ACER). (2023). PISA Key Findings. <https://www.acer.org/ae/pisa/key-findings>



Teachers have the greatest impact on pupil outcomes: their impact is three-times that of any other school-based factor.

- RAND, 2019

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 participants make, including comparing student progress and achievement data and collecting student voice.

“

I saw big gains in student achievement during the Teach Well journey - bigger and more impactful than I have witnessed in my 24 years of teaching.

- Teacher, 2023 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.

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

Catalyst

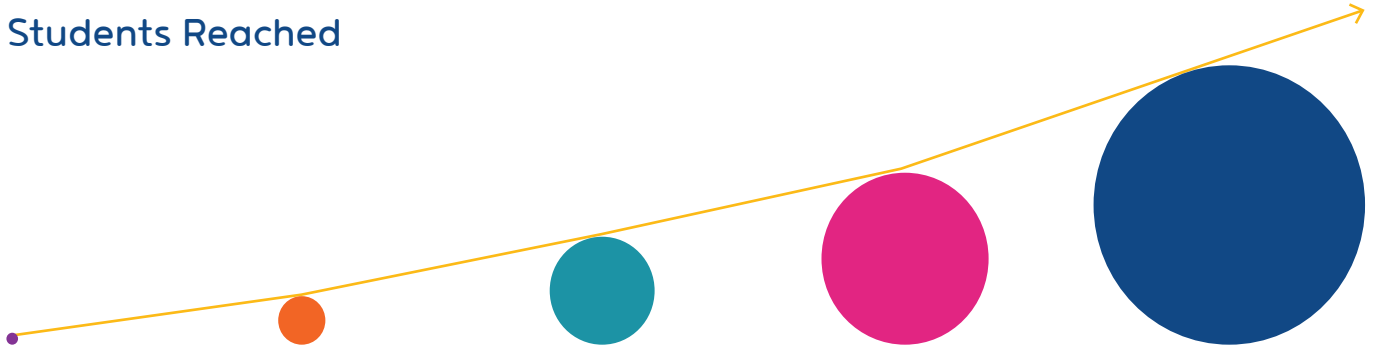
“

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

Masterclass Program Impact over 5 Years

Students Reached



2019	2020	2021	2022	2023
4,000 students	20,000 students	46,000 students	74,000 students	121,000 students
100+ participants 25+ schools	550+ participants 90+ schools	900+ participants 120+ schools	1,600+ participants 200+ schools	2,200+ participants 250+ schools

Since 2019

 **99%**
of teachers reported changing their teaching practice.

 **97%**
of participants would recommend the Masterclass to teachers who want to improve student outcomes.

“
I feel that I am a better teacher as a result of the Masterclass Course. What I have learned has impacted myself and my students, and also my whole Year 2 team, and other colleagues in my school as I have become more confident to share what I have learned.

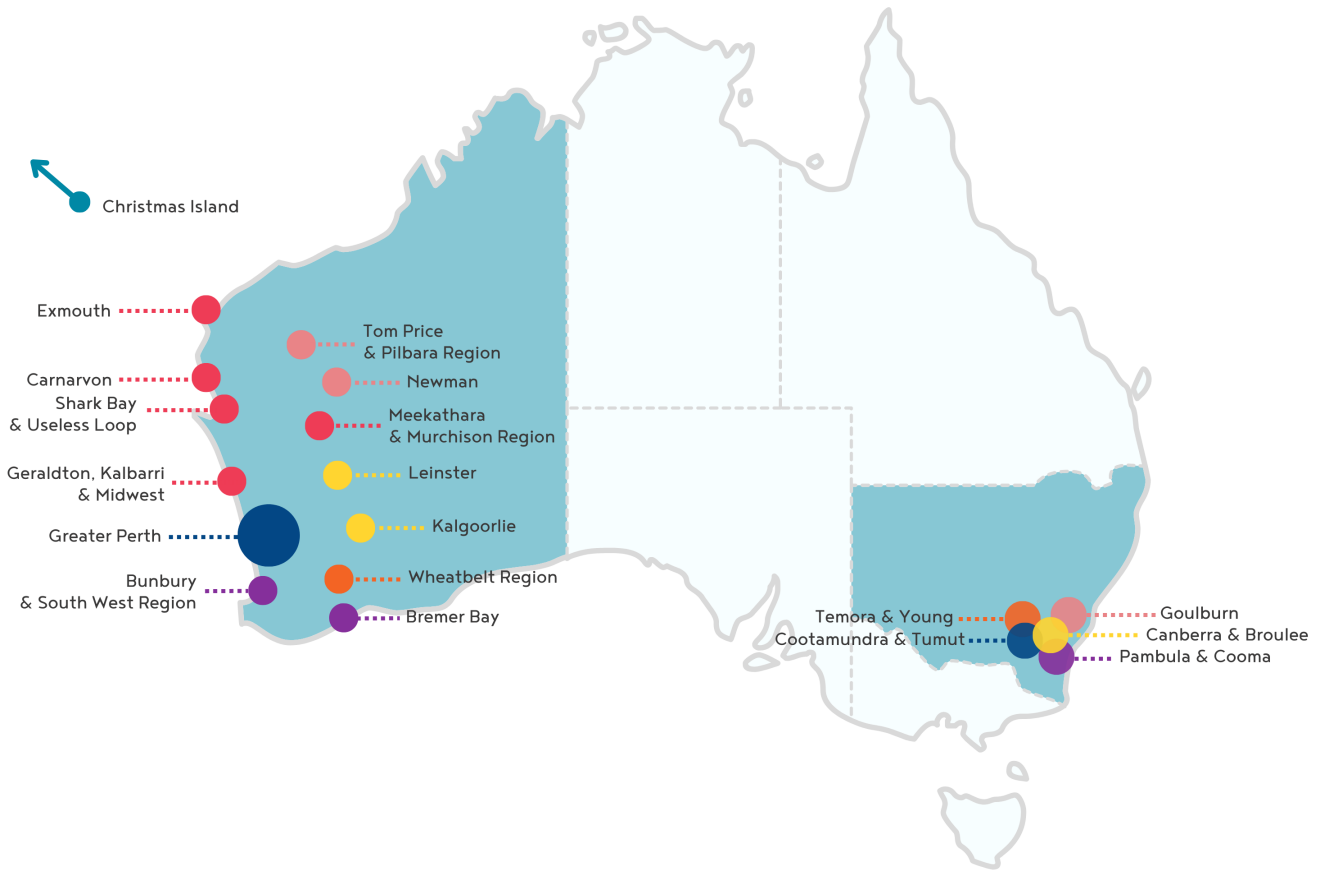
- Early Childhood Teacher,
2023 Masterclass Participant



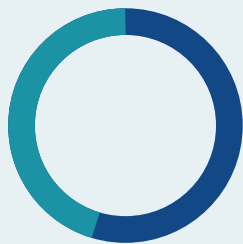
Demographics 2023

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 2023, the Masterclass was delivered from WA hubs in Perth, Geraldton and the Midwest and South Metro; and a NSW and ACT hub in Canberra. Several schools accessed the program through a blended online and in-person option.

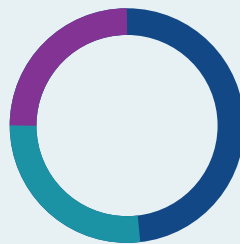


596
participants



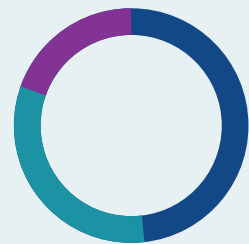
54% primary teachers & leaders
46% secondary teachers & leaders

128
schools



48% metropolitan WA schools
26% regional/remote WA schools
26% interstate schools

Average ICSEA
of **995**



48% below 1000
33% 1000-1050
19% above 1050

Impact Highlights 2023

1 TEACHERS CHANGED THEIR DAILY TEACHING PRACTICES

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

84% 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

88% of teachers noted improvements in student participation in their class(es).

77% of students noted peer participation had improved in their class(es).

3 STUDENT ENGAGEMENT IMPROVED

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

4 STUDENT BEHAVIOUR IMPROVED

72% of teachers noted improvements in student behaviour in their class(es).

59% of students noted peer behaviour had improved in their class(es).

81% of teachers reported that students in their class are busy learning and they don't waste/lose time. Up from 63% pre-course (**+18%**).

68% of teachers reported that they don't lose a lot of time because of students in their class interrupting the lesson. Up from 48% pre-course (**+20%**).

5 TEACHERS ARE MORE CONFIDENT TO EXPECT MORE FROM THEIR STUDENTS

88% of teachers reported that they accept nothing less than full attention and effort from all students. Up from **73%** pre-course (**+15%**).



Impact Highlights 2023

6 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.

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

90% of students wanted, or were neutral to, their teacher continuing with the changes they made this year to their practice. Only 6% of students did not want their teacher to continue with the changes.

Few interventions have been shown to build stronger student mindsets.

After their teacher completed the Masterclass:

13% 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.”

8% 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

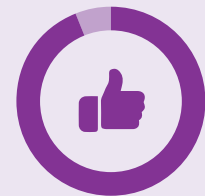
Feedback from 596 teachers and school leaders indicates the Masterclass is a relevant and practical learning experience. Teachers noted the opportunity to both engage with research and to implement new practices over time and with feedback, enabling them to develop their daily teaching practice.

“
Since undertaking this course, I have made some changes to the way I run my lessons throughout the week to incorporate more reviews. I have always struggled with including reviews every day and this has become an area that I constantly am looking to improve...What a difference this has made to my lessons! My students are much more engaged in the learning and, along with the assistance of my active participation cards (which my students and I love!), have taken more accountability for their own learning...
- Secondary Teacher, 2023 Masterclass Participant

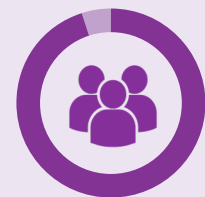
“
Life changing professional development. Career changing - thank you very much.
- Deputy Principal, 2023 Masterclass Participant



97%
of participants would recommend the Masterclass



94%
of participants like using high-impact instructional strategies



95%
of participants would recommend high-impact instructional strategies to other teachers

A wide range of PD mechanisms can increase student achievement

A guidance report 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).

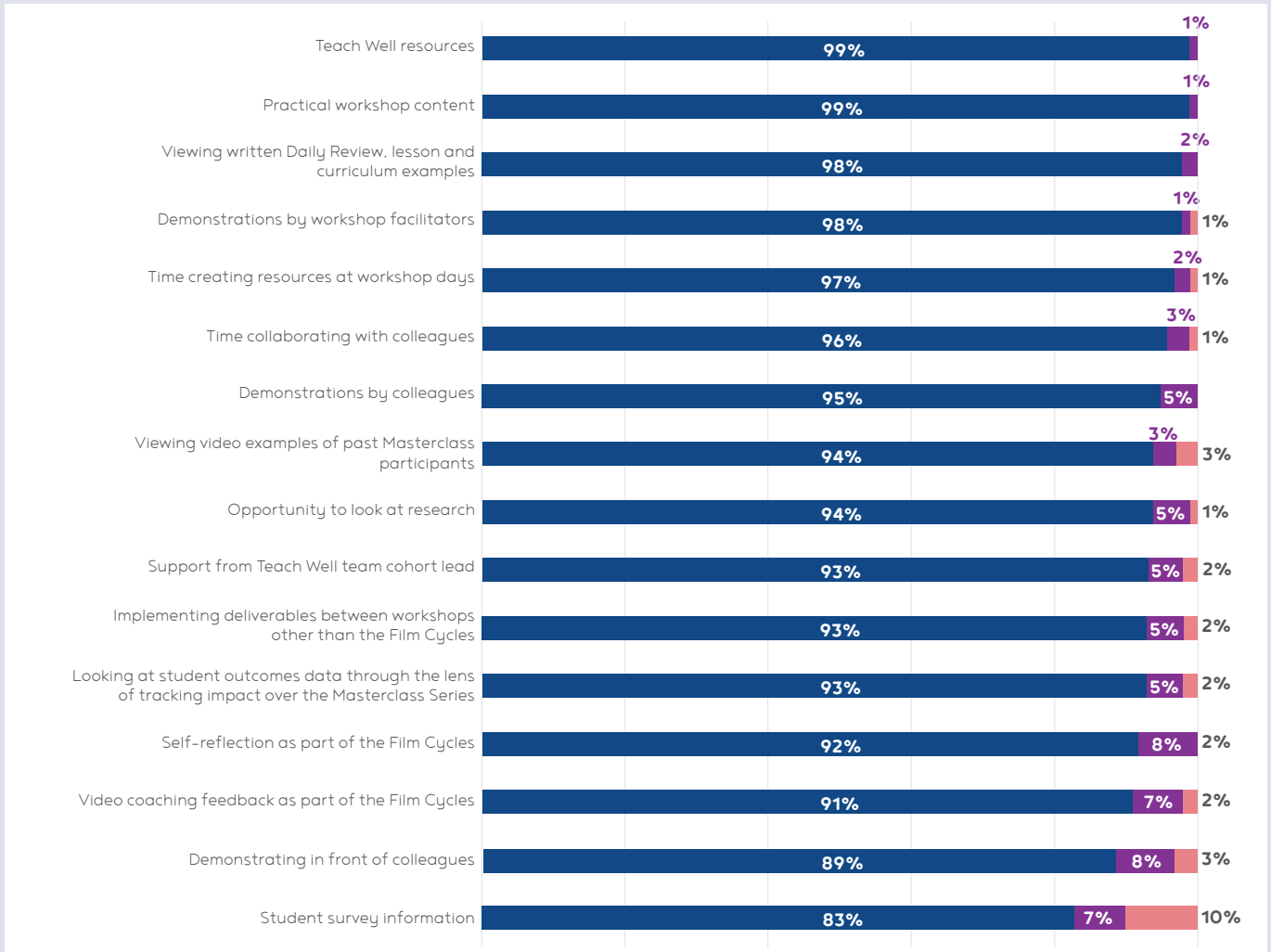
Mechanisms are the core building blocks of professional development (PD). They are observable, can be replicated, and cannot be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour. The Teach Well Masterclass brings together many mechanisms to drive change with the ultimate goal of improving student outcomes and these are valued by participants. Teachers consistently report the mechanisms of the program are useful in supporting them to implement high-impact instructional strategies in their classroom(s).



Thank you! My understanding of key research into best practice has greatly improved and my implementation & application of what I have learnt is having a positive impact in the classroom for student growth.

- Early Childhood Teacher, 2023 Masterclass Participant

TEACH WELL MASTERCLASS MECHANISMS RATED BY PARTICIPANTS FOR USEFULNESS (2023)



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

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

95% 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 68% pre-course (+25%).

94% of teachers reported they can identify student misconceptions and address those with all students during the lesson. Up from 78% pre-course (+16%).

99% of teachers reported every student has a chance to show them that they understand what they are learning in class. Up from 87% pre-course (+12%).

Teachers intend to continue using high-impact instructional strategies.

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

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 76% pre-course (+17%).

96% of teachers reported they can explain difficult concepts or skills clearly. Up from 80% pre-course (+16%).

97% of teachers reported having several good ways to explain each topic they cover in class. Up from 83% pre-course (+14%).

Teachers feel more confident to reteach when required.

98% of teachers reported reteaching something if their class does not understand it. Up from 88% pre-course (+10%).

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

Teachers are utilising more spaced retrieval practice.

98% of teachers reported they often review things with their students, so they don't forget them. Up from 84% pre-course (+14%).

97% of teachers reported they give students lots of opportunities to practice things. Up from 84% pre-course (+13%).

99% of teachers ask all students to answer questions, not just the confident ones. Up from 86% pre-course (+13%).

Teachers are providing more targeted vocabulary instruction.

91% of teachers reported they support students to learn and understand new and difficult words. Up from 77% pre-course (+14%).

Students notice changes in their teachers' practice

99% of teachers who undertook the Masterclass in 2023, reported they changed their teaching practice. As the ones who experience these changes, students' feedback on their experience in classrooms is invaluable.

“

I like the ways of teaching that all the teachers are learning. I feel as if the whole class is participating with respect. I have learned so much and I feel like I am improving more and more everyday.

- Year 8 Student 2023

“

I enjoy the way this class is run, as it allows me to achieve approaches to learning and strive for my best results in each test.

- Year 12 Student 2023

“

I really like the way that our teacher has changed the way she teaches the work to us. I find it a lot easier to do and understand.

- Year 5 Student 2023

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:



13% 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."



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."



8% reduction in the number of students who agreed with the statement,

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



15% increase in the number of students who agreed with the statement,

"I remember what we learnt in class, many months later."

“

I believe that the new practices my teacher is using makes the lesson so much clearer to students and easier to understand. It is good that we review the topics we have learned everyday as it helps us to remember them and get better at them. More teachers should definitely complete this training course.

- Year 6 Student 2023



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.

“

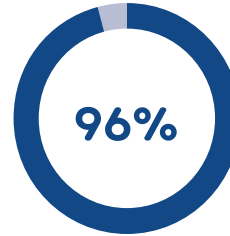
It has encouraged staff to be far more collaborative in their practice, pedagogical knowledge, planning, moderation and assessment practices.

- Deputy Principal,
2023 Masterclass Participant

“

I think it has been well received by all of our teachers and vigorous efforts have been made to implement the knowledge gain into teaching practices. There is a noticeable positivity around the successes and results that have been gained.

- Deputy Principal,
2023 Masterclass Participant



96% of leaders believe teachers implementing the high-impact instructional strategies from the Masterclass are **making a positive difference for students at their school.**



100% of leaders have seen improved student participation in their teachers' classrooms.



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



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



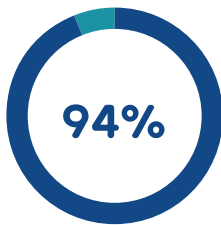
High-Impact Instruction fits within whole-school approaches

School leadership is second only to classroom teaching in its potential to generate school improvements (Bush & Glover, 2014). The strongest leaders create professional environments where teachers can keep getting better (Kraft & Papay, 2014).

“

Teachers are seeing the immediate results of the strategies as they implement them.

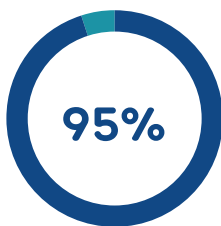
- Deputy Principal,
2023 Masterclass Participant



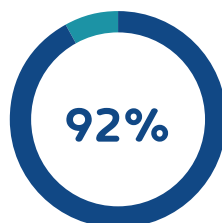
94% of participants agree that high-impact instruction fits in with the whole-school approaches and resources that their school uses. 4% neither agree nor disagree.



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 instruction is appropriate for low-achieving students in their class. 4% neither agree nor disagree.



92% of participants agree that high-impact instruction is appropriate for high-achieving students in their class. 6% neither agree nor disagree.

“

We are already seeing amazing results in our classrooms, the data is backing the research. Our students are more engaged and really taking in the content taught. After attending the Masterclass Series our teachers are now more confident in their own teaching and the time spent on their planning has reduced from the start of the program, as they become more confident in what they are doing.

- Deputy Principal,
2023 Masterclass Participant

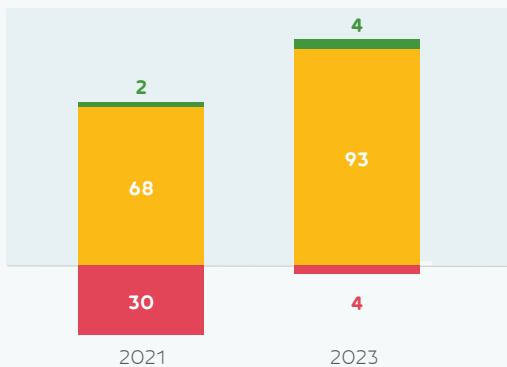
Accelerating results at a network level

Karnup Network Case Study, WA

The Karnup Network of 12 primary schools and 3 secondary schools serve more than **10,000** students, approximately one hour south of Perth. In a rapidly developing and growing area, most schools are less than 10 years old and have seen large year-on-year growth in student numbers. After 2 years of sustained effort and commitment, including 4 dedicated cohorts of the Masterclass Series for both K-2 and Year 3-10 teachers and leaders, the schools are seeing visible improvements in student learning, including in NAPLAN. The network has also invested in building their internal leadership capability through Teach Well's Instructional Lead Fellowship program and Instructional Coaching Impact Cycle partner program. The network has achieved some of the most impressive progress for any network in WA.

Karnup Network Primary Schools

2021 vs 2023, % of all NAPLAN areas vs expected performance



97% of NAPLAN areas are now within expected performance, or well above expected performance.

●	well above (1+ standard deviation above expected performance)
●	expected (+/- 1 standard deviation from expected performance)
●	well below (1+ standard deviation below expected performance)

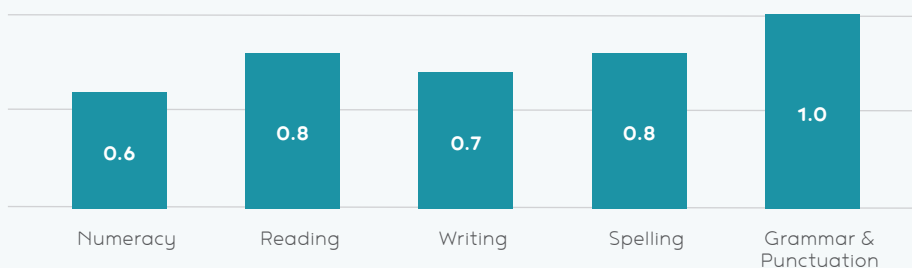
“

I believe that this course has a great impact on teachers extending their and our knowledge in a positive way, making students participate and feel comfortable asking and seeking help.

- Year 6, Makybe Rise Student

The early childhood students are leading the way with significant increases in the average performance across all areas in Year 3 NAPLAN.

Average increase in standard deviation above expected performance Year 3 scores from 2021 baseline



“

Your program is one of the best PDs I have completed in 25 years as a classroom teacher. It should be part of teacher education programs run by universities. Thank you.

- Natalie Old, Early Childhood Teacher, Lakelands Primary School

“

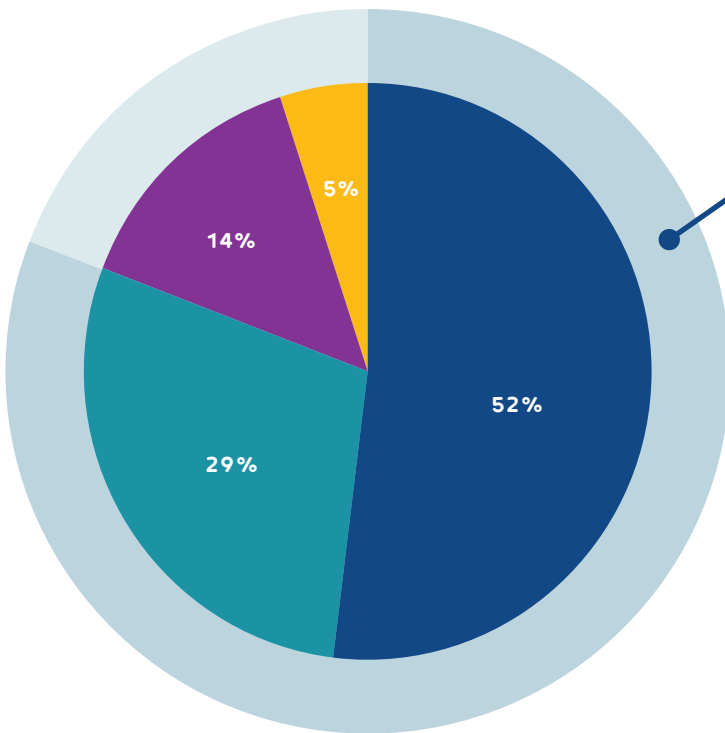
Many thanks for your ongoing work for our teachers and schools - in 20 years in education, this is the most impactful professional learning I have come across.

- Samantha Benn, Principal Madora Bay Primary School





Outcomes improve significantly

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.

Impact Tracking Summary*



81%
of teachers reported improved student academic progress.

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

*For the 364 WA teachers that participated in the Masterclass Series in 2023. The HITP in Action Secondary & Central Series is evaluated separately.

** 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.



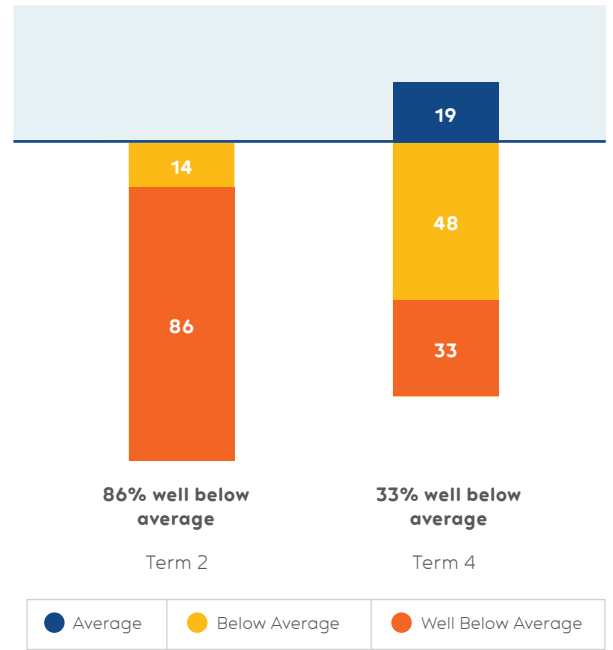
Samples of student outcomes data

Pre-Primary, Literacy

A pre-primary class in one of the most complex communities in WA (ICSEA 909) completed the Acadience Reading Assessments in Term 2 and then again in Term 4. Prior to the teacher participating in the Masterclass Series, 86% of the class scored at a level well below the average. In Term 4, after the teacher started implementing high-impact instructional strategies in their classroom, this number reduced by 53%.

“
The participation level in my focus class has been the most visible change. This class was weaker and less engaged than classes of the same year group I have previously taught, and I noticed a significant difference in participation. My expectation has also changed since attending the Teach Well Masterclass, and I aim for 100% participation now.
 - Pre-primary Teacher, 2023 Masterclass Participant

% of Students Well Below, Below and At Average on Acadience Reading Assessments



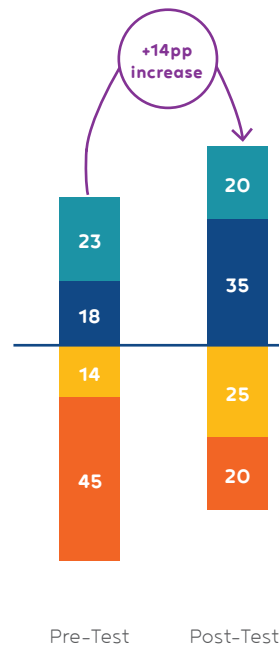
Year 2, Literacy

A Year 2 class completed two DIBELS Oral Reading Fluency (ORF) assessments, Words Correct and Accuracy, at the start of the course and then again at the end. For ORF Words Correct, 41% of the class scored 'at' or 'above' the benchmark (Minimal or Negligible Risk of reading difficulties) prior to their teacher starting the Masterclass Series. At the end of the course, after the teacher had implemented high-impact instructional strategies, 55% of the class scored 'at' or 'above' the benchmark, a 14pp increase.

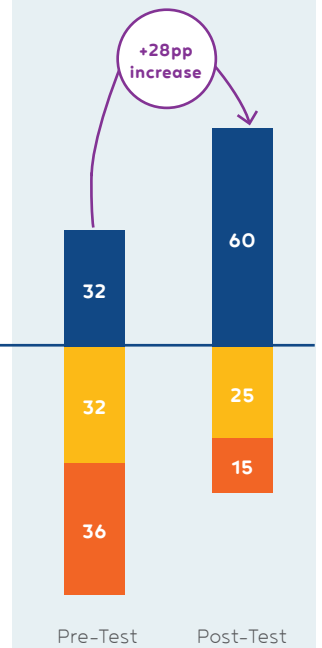
For ORF Accuracy, the class made a 28pp increase.

“
The full participation tactics have had a huge impact on my teaching practice. Whole class choral reading and choral reversal have been really powerful tools that I feel have led to improved engagement in my classroom and therefore a feeling of success for the focus class.
 - Year 2 Teacher, 2023 Masterclass Participant

ORF Words Correct



ORF Accuracy



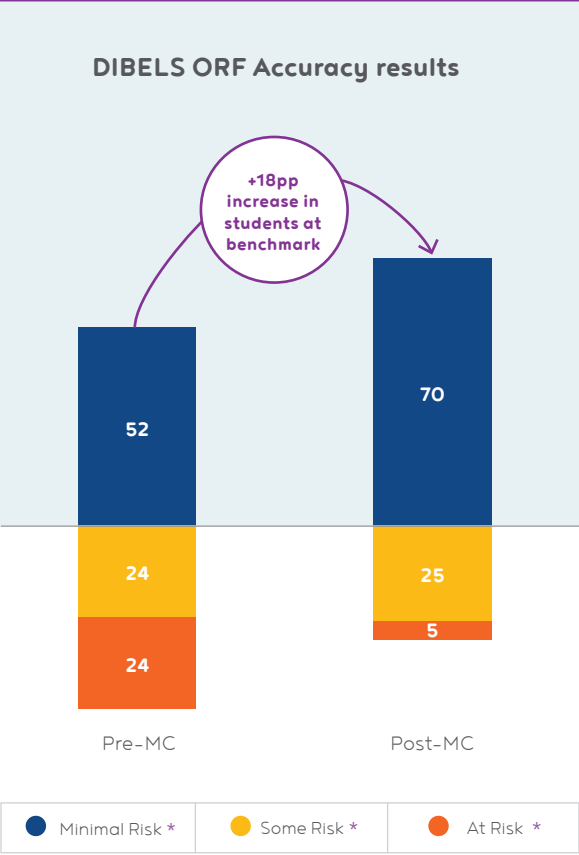
Legend: ● Negligible Risk * (Teal), ● Minimal Risk * (Dark Blue), ● Some Risk * (Yellow), ● At Risk * (Orange)

* Risk = at risk of reading difficulties

Samples of student outcomes data

Year 3, Literacy

A Year 3 class completed DIBELS Oral Reading Fluency (ORF) Accuracy at the start of the course and then again at the end. Prior to the teacher completing the course, 52% of the class scored at the benchmark (Minimal or Negligible Risk of reading difficulties). After the course, once the teacher had implemented high-impact instructional strategies, 70% of the class scored at the benchmark, an 18pp increase.



“*Students are participating more frequently and are used to the participation tactics that have been implemented. The participation tactics and structure of the lessons are now routines, which have reduced students’ cognitive loads and have allowed for greater retention of skills and concepts.*

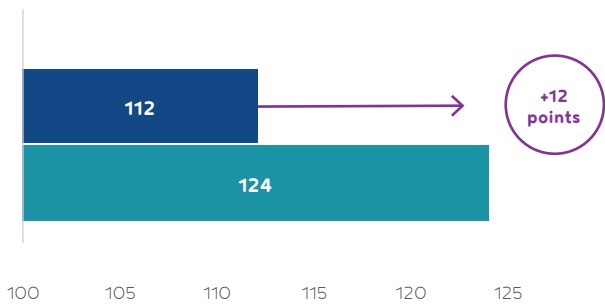
- Year 3 Teacher, 2023 Masterclass Participant

* Risk = at risk of reading difficulties

Year 4, Literacy

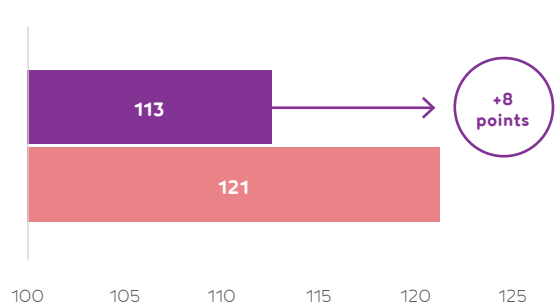
A Year 4 class completed PAT Reading assessments at the start of the course and then again at the end. At the start of the course, the class’ initial results indicated a position below the national norm for Year 3. By the end of the course, when compared to the national norm for Year 4, students exceeded the average in less than 6 months.

Focus Class Scaled Score



● Term 2 ● Term 4

Norm Sample Scaled Score



● Year 3 ● Year 4

Samples of student outcomes data

Year 5/6, Mathematics

A Year 5/6 primary teacher compared students' results on PAT Adaptive Maths in Term 1 and Term 4 to the Australian norm.

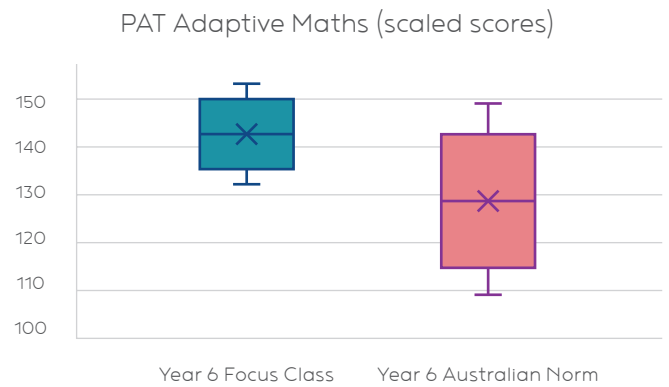
The class made excellent progress with more students achieving in the higher bands than would be expected and have occurred in previous years.

The class finished the year well above the Year 6 Australian norm.

“
The progress and achievement of all students in the assessment can be attributed to the explicit instruction, review of concepts and engagement (full participation) of students in the Mathematics classes.
 - Year 5/6 Mathematics Teacher, 2023 HITP in Action Participant

PAT Adaptive Maths (% of students in scale score band)		
PAT BAND	Pre HITP	Post HITP
125-134	47%	14%
135-144	47%	58%
145-154	6%	28%

Year 5/6 Teacher, 2023 HITP in Action Participant

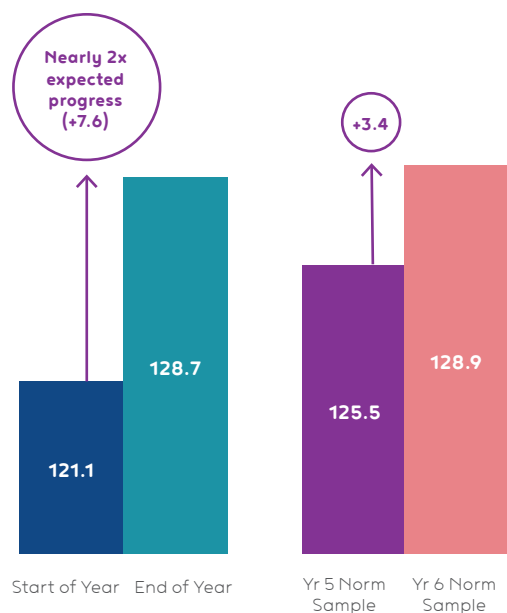


Year 6, Mathematics

A teacher tracked their class' progress on the PAT Maths assessment, comparing the start and end of the academic year, during which they participated in the Masterclass. At the beginning of the year, the Year 6 class had an average scaled score of 121.1, below the norm sample. However, by the end of the year, the class demonstrated significant improvement, achieving an average scaled score of 128.7, with an increase of 7.6 points, nearly twice the expected progress.

“
Daily reviews and longer cadence reviews gave my students more practice than I would normally have provided, and I noticed that more of them were able to retain the concepts and skills I had taught.
 - Year 6 Mathematics Teacher, 2023 Masterclass Participant

PAT Maths Scaled Score



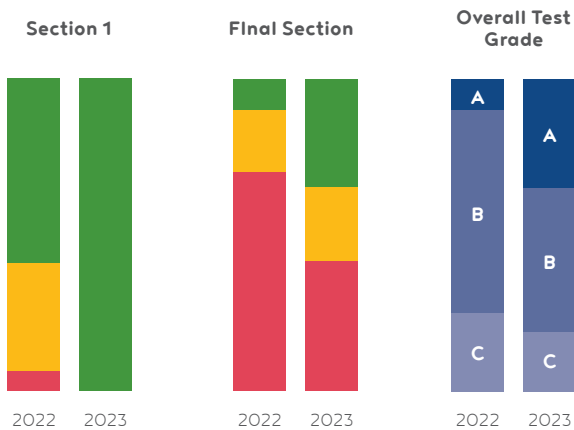
Samples of student outcomes data

Year 7, Music

A secondary Music teacher compared students' results on an assessment to their results on the same assessment in the previous year. The assessment had four sections with each section increasing in complexity, and students were scored green if they achieved above 50%, yellow if they scored above 40% and red if they scored below 40%.

After completing the HITP in Action Series and implementing the high-impact instructional strategies in their classroom, the teacher saw a large increase in student results across all sections of the assessment, including the final section requiring more transfer and application. At the end of the semester, the total amount of C grades awarded decreased by 20% and the total amount of A grades awarded more than doubled between years.

Music Test (% of students)



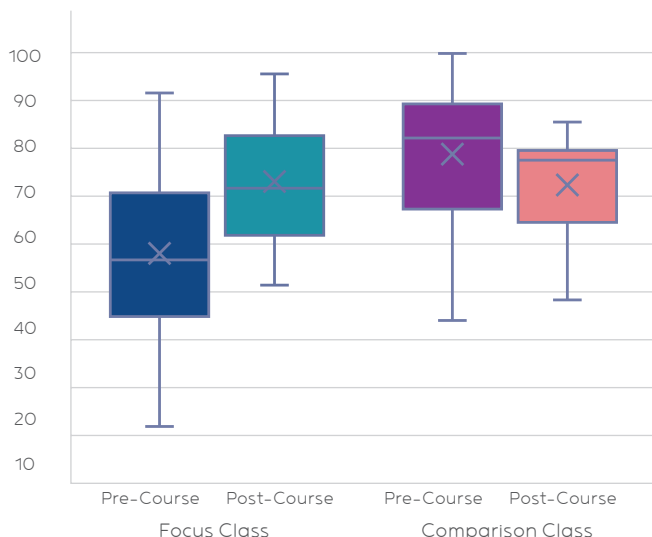
I think the changes reflect that Checks for Understanding, as well as repetition, are effective. Full participation strategies ensure that all students are engaged and ready to give an answer when called on... I will definitely keep using strategies as I can see that the students better retain the information learnt and my teaching will be more effective.

- Secondary Music Teacher, 2023 HITP in Action Participant

Year 7, Science

The teacher compared their Year 7 class, characterised by lower-attaining students (than the comparison class) and the teacher's relative inexperience in the subject, and another class of the same year level taught by a more experienced teacher not participating in the Masterclass. The pre-course and post-course data show substantial progress for the focus class, surpassing the mean and maximum scores of the comparison class in performance after the Masterclass Series. Growth in the lowest 25% of students was impressive.

Science Assessment Marks (% score)



I do believe that students valued the daily review and ability to continuously reflect on the content throughout the lessons rather than just before the test. I found by the end of this course, they would be asking questions more as they know that I would do a reteach or spend some more time on that particular content in other lessons so that they knew it for the test. They engaged more in those activities as they felt it benefitted them as they could see their results improving in each assessment they'd done.

- Secondary Science Teacher, 2023 Masterclass Participant

Samples of student outcomes data

Year 7, English

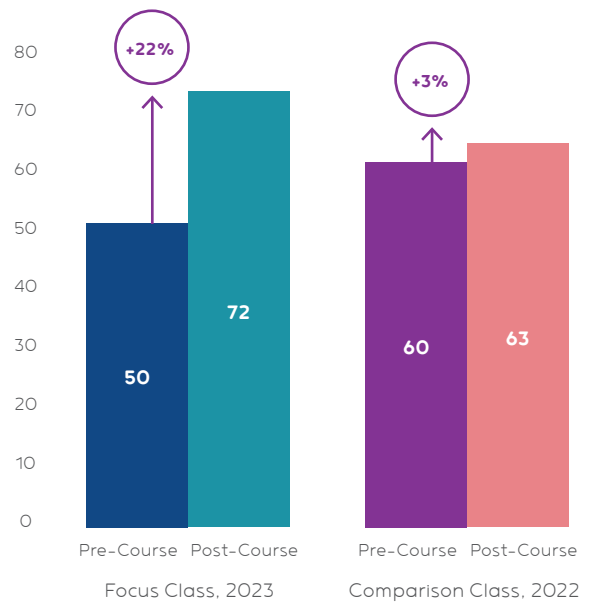
A teacher compared the results of their Year 7 English class in Semester 1, 2023 to their class in the previous year (2022, before they undertook the Masterclass). Despite being of a similar mixed ability, the 2023 class that was taught with the high-impact instructional strategies outperformed the 2022 comparison class.

“

I was pleasantly surprised. I think it all comes back to my own understanding of how students learn, using my knowledge of cognitive load, regular retrieval practice, longer cadence reviews. The ‘what’, ‘how’ and ‘when’, as well as knowing the students.

- Secondary English Teacher, 2023 Masterclass Participant

Semester 1 Growth (Mean %)



Year 8, HASS

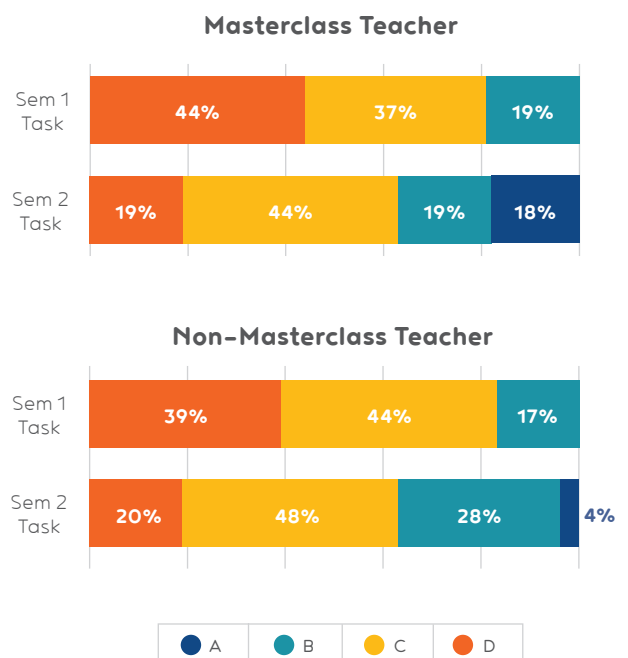
Two Year 8 HASS classes sat the same assessment tasks in Semester 1 and in Semester 2. One of the Year 8 HASS teachers participated in the Masterclass during this time and implemented high-impact strategies in their classroom. During this period, the Year 8 students’ grades shifted significantly with an 18% increase in students achieving an A grade, while the comparison class increased by 4%.

“

I think the improvement is due to an increase in my daily reviews, higher participation rates during content lessons, and far more intentional use of the gradual release model during skills lessons.

- Secondary HASS Teacher, 2023 Masterclass Participant

Changes in Students HASS Grades from Semester 1 (Pre MC) to Semester 2 (Post MC)



Instructional Lead Fellowship

Since 2022, Teach Well has supported alumni (both teachers and senior school leaders) as they lead effective instruction in their schools. Nearly 200 participants from more than 50 schools across Western Australia have now participated in the Instructional Lead Fellowship programs.

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

“

It was great to have professional dialogue on high-impact instruction and how to embed it in our schools... It was a fantastic opportunity for our school leadership team to create an action plan that we can use as a mechanism for change. Teach Well's knowledge and commitment to improving student outcomes is inspiring.

- Deputy Principal,
2023 ILF Participant

“

A great PD. It's so good to be able to reflect on where we are at and what needs to happen next.

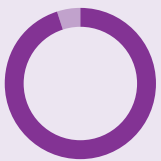
- Deputy Principal,
2023 ILF Participant

As a result of the Instructional Lead Fellowship in 2023:



100%

would recommend the ILF to other instructional leaders.



95%

feel their capacity as an instructional leader has increased.



88%

of participants feel more confident they can support the scaling and embedding of high-impact instruction in their school in the future.



90%

of participants identified and implemented opportunities to strengthen the scaling and embedding of high-impact instruction at their school during the program.



93%

feel the ILF provided them with the support they required to further scale and embed high-impact instruction in their school.

“

The Teach Well PD is always outstanding. The slides, the structure, the evidence base presented, the facilitators and the support resources are ALWAYS exemplary.

- Deputy Principal,
2023 ILF Participant



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.

