

Participant Information Statement: Parents

Improving student outcomes: Coaching teachers in the power of feedback

About the project: This project aims to investigate how student learning outcomes can be improved through coaching teachers in how to use feedback effectively in the classroom. This project is significant as it addresses a critical problem of stagnating levels of student achievement in Australian schools. The research design combines evidence-based practices to improve teaching and ultimately raise student achievement levels.

The research team: *Professor Annemaree Carroll* is an expert in enhanced self-regulation in learners, one of the key benefits of effective feedback. Professor Carroll will oversee the coordination of the project. *Professor John Hattie's* research into feedback forms the basis on which this study is built. Professor Hattie has demonstrated expertise in data analysis and he will guide this area of the study. *Professor Martin Westwell* has extensive experience in the large scale delivery of educational research and he will contribute to the collaborative design and implementation of this project. *Dr Cameron Brooks* has recently conducted a pilot study in coaching teachers in effective feedback practice. He will lead the coaching process and data collection.

Study Overview: The study will be conducted in 13 Brisbane primary schools over a three year period. In each school the following *participants* will be invited to participate in the study: school leaders (e.g. Principal, Deputy Principal, Head of Curriculum and Master Teacher); Year 3-5 teachers and Year 3-5 students. *Measures* will include the collection of student NAPLAN data, student writing samples, student reading data and student feedback perception data. The *intervention* is based upon a model of effective feedback developed by Hattie and Timperley (2007). A specific grade level will be targeted each year, beginning with Year 5 in 2017. The feedback intervention will occur through teacher coaching sessions. Following the intervention phase, teachers move into the *maintenance* phase of the study. In the maintenance phase, the school leaders and school-based instructional coaches implement processes to continue to support teachers to implement the intervention.

What we are inviting you to do: As a Year 3 - Year 5 parent we invite you to give consent to your child participating in this research study. Please see the key points below:

- Teachers will be coached in ways of using effective feedback.
- Students will be the recipients of the teacher coaching intervention though enhanced feedback use during classes.
- Whilst the researchers will be working with the teachers and school leaders, you are asked to give consent to your child's student achievement data (such as reading and writing scores) to be used to help measure the effect of the teacher coaching intervention.
- Students will be asked to complete questionnaires about the helpfulness of feedback.
- Your child may be asked to participate in a focus group session with other students to provide further information about the types and variants of feedback that are most helpful to students during learning.

Benefits of the project: (1) The study supports long-term strategic alliances between universities, government departments and schools. (2) The study advances knowledge about teaching by focusing upon highly effective teaching strategies. (3) School leaders and teacher participants will receive over 25 hours of explicit coaching during the study and teachers will receive additional coaching and monitoring support post-intervention. (4) Student participants will benefit from the enhanced pedagogy enacted in the classroom as they receive and self-generate effective feedback. (5) The research provides policy makers and schools with a scalable and sustainable model of effective feedback for implementation. There are no likely foreseeable risks to participants.

Maintaining confidentiality and privacy: Data will be de-identified and securely stored in the School of Education at the University of Queensland. Only the research team will have access to this data. Any information participants provide will remain anonymous during storage, analysis and reporting.

Right to refuse or withdraw from the study

Should you agree to participate, we will ask you to provide written consent. Participation is entirely voluntary and includes the right to withdraw from the project. You may therefore choose not to participate or to withdraw from the study at any time without prejudice or repercussions of any type. If you choose to withdraw from the study, any contributions made will be destroyed. If you wish to withdraw, you can contact the researcher on c.brooks@uq.edu.au. This study has been cleared in accordance with the ethical review guidelines and processes of the University of Queensland and the Queensland Department of Education and Training (DET).

Feedback and results of the study:

A report will be written for the Queensland DET at the conclusion of the study, utilising de-identified data. You may request further follow-up if you wish.

Contacts: The primary contact person for the project is Professor Annemaree Carroll. She can be contacted via email at a.carroll@uq.edu.au. In the event that Professor Carroll is unavailable, Dr Cameron Brooks can be contacted via email at c.brooks@uq.edu.au or Rochelle Burton via email at r.burton@uq.edu.au

This study adheres to the Guidelines of the ethical review process of The University of Queensland and the *National Statement on Ethical Conduct in Human Research*. Whilst you are free to discuss your participation in this study with project staff (contactable on 07 3365 6484), if you would like to speak to an officer of the University not involved in the study, you may contact the Ethics Coordinator on 3365 3924.



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University of Queensland

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Rochelle Burton
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Informed Consent Form for Parents

Improving student outcomes: Coaching teachers in the power of feedback

Principal Investigator: Professor Annemaree Carroll

Contact: The primary contact person for the project is Professor Annemaree Carroll. She can be contacted via email at a.carroll@uq.edu.au. In the event that Professor Carroll is unavailable, Dr Cameron Brooks can be contacted via email at c.brooks@uq.edu.au.

Please read the following statements, tick the boxes to indicate that you have read and understood them, and provide your name, signature and date:

I understand that my child will be the recipient of the teacher coaching intervention through enhanced feedback use during classes.	<input type="checkbox"/>
I understand that my child's achievement data including writing samples, reading scores and NAPLAN results will be deidentified and used to help measure the effect of the teacher coaching intervention.	<input type="checkbox"/>
I understand that my child will be asked to complete questionnaires about their views of how helpful feedback is to learning and that they will be deidentified during this process.	<input type="checkbox"/>
I understand that my child may be asked to participate in focus groups with other students about their views of how helpful feedback is to learning and that their comments will be deidentified following this process.	<input type="checkbox"/>
I understand that my child is under no obligation to participate, even if I have provided such consent.	<input type="checkbox"/>
I understand that the data will be securely stored in the School of Education at the University of Queensland. Only the research team will have access to this data, and to protect everyone's privacy, the students will be asked not to talk to people outside the group about the discussion.	<input type="checkbox"/>
I understand that information gained during the study may be published but my child and their school will not be identified.	<input type="checkbox"/>
I understand that my child may withdraw from the research project at any stage without consequence and any data collected will be destroyed in this case.	<input type="checkbox"/>
I understand that I can view a summary of project findings.	<input type="checkbox"/>
I have read the attached Information Sheet and I understand and voluntarily agree to my child participating.	<input type="checkbox"/>

Name of student.....

Name of Parent/Guardian.....

Parent/Guardian Signature.....

Date.....**School**.....
